Oregon Science Standards Correlation to *PhD Science*™

Green indicates that *PhD Science*™ fully addresses the standard within the grade level.

Blue indicates that *PhD Science* covers the standard but in a different grade level.

Yellow indicates that *PhD Science* partially covers the standard within the grade level.

Red indicates that *PhD Science* does not cover the standard.

Key: Module (M), Lesson (L)

PhD Science Level 3

The Grade 3 Oregon Science Standards are fully covered by the Level 3 *PhD Science* curriculum. A detailed analysis of alignment appears in the table below.

Grade 3 Performance Expectations			**Aligned *PhD Science* Lessons**
3-PS2 Motion and Stability: Forces and Interactions			
3-PS2-1	Plan and conduct an investigation to provide evidence of the effects of balanced and unbalanced forces on the motion of an object.		Level 3 M4 L10–L18 Level 3 M4 L28–L30
3-PS2-2	Make observations and/or measurements of an object's motion to provide evidence that a pattern can be used to predict future motion.		Level 3 M4 L1–L9 Level 3 M4 L28–L30
3-PS2-3	Ask questions to determine cause and effect relationships of electric or magnetic interactions between two objects not in contact with each other.		Level 3 M4 L19–L21 Level 3 M4 L28–L30
3-PS2-4	Define a simple design problem that can be solved by applying scientific ideas about magnets.		Level 3 M4 L22–L30
3-LS1 From Molecules to Organisms: Structures and Processes			
3-LS1-1	Develop models to describe that organisms have unique and diverse life cycles but all have in common birth, growth, reproduction, and death.		Level 3 M3 L7–L8 Level 3 M3 L23–L28
3-LS2 Ecosystems: Interactions, Energy, and Dynamics			
3-LS2-1	Construct an argument that some animals form groups that help members survive.		Level 3 M2 L13–L15 Level 3 M2 L26–L28
3-LS3 Heredity: Inheritance and Variation of Traits			
3-LS3-1	Analyze and interpret data to provide evidence that plants and animals have traits inherited from parents and that variation of these traits exists in a group of similar organisms.		Level 3 M3 L1–L6 Level 3 M3 L14–L18 Level 3 M3 L26–L28
3-LS3-2	Use evidence to support the explanation that traits can be influenced by the environment.		Level 3 M3 L9–L13 Level 3 M3 L19–L20 Level 3 M3 L26–L28
3-LS4 Biological Evolution: Unity and Diversity			
3-LS4-1	Analyze and interpret data from fossils to provide evidence of the organisms and the environments in which they lived long ago.		Level 3 M2 L1–L8 Level 3 M2 L26–L28

3-LS4-2	Use evidence to construct an explanation for how the variations in characteristics among individuals of the same species may provide advantages in surviving, finding mates, and reproducing.		Level 3 M3 L21–L28
3-LS4-3	Construct an argument with evidence that in a particular habitat some organisms can survive well, some survive less well, and some cannot survive at all.		Level 3 M2 L1–L2 Level 3 M2 L9–L12 Level 3 M2 L16–L19 Level 3 M2 L22–L28
3-LS4-4	Make a claim about the merit of a solution to a problem caused when the environment changes and the types of plants and animals that live there may change.		Level 3 M2 L16–L28
3-ESS2 Earth's Systems			
3-ESS2-1	Represent data in tables and graphical displays to describe typical weather conditions expected during a particular season.		Level 3 M1 L1–L15 Level 3 M1 L19–L20 Level 3 M1 L27–L29
3-ESS2-2	Obtain and combine information to describe climates in different regions of the world.		Level 3 M1 L11–L15 Level 3 M1 L27–L29
3-ESS3 Earth and Human Activity			
3-ESS3-1	Make a claim about the merit of a design solution that reduces the impacts of a weather-related hazard.		Level 3 M1 L1–L3 Level 3 M1 L16–L29
3–5-ETS1 Engineering Design			
3–5-ETS1-1	Define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost.		Level 3 M1 L21–L26 Level 3 M4 L23–L27
3–5-ETS1-2	Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem.		Level 4 M1 L12–L17 Level 5 M3 L19–L23
3–5-ETS1-3	Plan and carry out fair tests in which variables are controlled and failure points are considered to identify aspects of a model or prototype that can be improved.		Level 3 M2 L23–L27 Level 3 M4 L23–L27

Science and Engineering Practices			**Aligned *PhD Science* Lessons**
1	Asking Questions and Defining Problems • Ask questions that can be investigated based on patterns such as cause and effect relationships. • Define a simple problem that can be solved through the development of a new or improved object or tool. • Define a simple design problem that can be solved through the development of an object, tool, process, or system and includes several criteria for success and constraints on materials, time, or cost.		Level 3 M1 L1–L3 Level 3 M1 L21–L26 Level 3 M2 L1–L2 Level 3 M3 L1–L3 Level 3 M3 L12–L13 Level 3 M4 L1–L3 Level 3 M4 L7–L9 Level 3 M4 L15–L16 Level 3 M4 L19–L30

2	Developing and Using Models • Develop models to describe phenomena. • Develop a model using an analogy, example, or abstract representation to describe a scientific principle or design solution.		Level 3 M1 L1–L3 Level 3 M1 L19–L20 Level 3 M2 L1–L3 Level 3 M2 L6–L12 Level 3 M2 L22–L25 Level 3 M3 L7–L11 Level 3 M3 L21–L25 Level 3 M4 L1–L3 Level 3 M4 L17–L18 Level 3 M4 L23–L27
3	Planning and Carrying Out Investigations • Plan and conduct an investigation collaboratively to produce data to serve as the basis for evidence, using fair tests in which variables are controlled and the number of trials considered. • Make observations and/or measurements to produce data to serve as the basis for evidence for an explanation of a phenomenon or test a design solution.		Level 3 M2 L4–L5 Level 3 M3 L12–L13 Level 3 M4 L7–L18 Level 3 M4 L23–L30
4	Analyzing and Interpreting Data • Analyze and interpret data to make sense of phenomena using logical reasoning. • Represent data in tables and various graphical displays (bar graphs, pictographs, and/or pie charts) to reveal patterns that indicate relationships.		Level 3 M1 L4–L15 Level 3 M1 L19–L20 Level 3 M1 L27–L29 Level 3 M2 L3–L8 Level 3 M2 L16–L19 Level 3 M3 L4–L8 Level 3 M3 L14–L20 Level 3 M4 L4–L9
5	Using Mathematics and Computational Thinking • Organize simple data sets to reveal patterns that suggest relationships.		Level 3 M1 L4–L12 Level 3 M2 L3 Level 3 M2 L16–L19 Level 3 M3 L7–L8 Level 3 M4 L23–L27
6	Constructing Explanations and Designing Solutions • Use evidence (e.g., observations, patterns) to support an explanation. • Use evidence (e.g., observations, patterns) to construct an explanation. • Generate and compare multiple solutions to a problem based on how well they meet the criteria and constraints of the design problem.		Level 3 M1 L13–L15 Level 3 M1 L18 Level 3 M1 L21–L29 Level 3 M2 L6–L8 Level 3 M2 L22–L28 Level 3 M3 L9–L11 Level 3 M3 L14–L15 Level 3 M3 L21–L28 Level 3 M4 L10–L14 Level 3 M4 L19–L21 Level 3 M4 L28–L30
7	Engaging in Argument from Evidence • Construct an argument with evidence. • Construct an argument with evidence, data, and/or a model. • Make a claim about the merit of a solution to a problem by citing relevant evidence about how it meets the criteria and constraints of the problem.		Level 3 M1 L21–L26 Level 3 M2 L9–L15 Level 3 M2 L20–L21 Level 3 M3 L16–L20 Level 3 M4 L10–L14
8	Obtaining, Evaluating, and Communicating Information • Obtain and combine information from books and other reliable media to explain phenomena.		Level 3 M1 L16–L17 Level 3 M2 L13–L15 Level 3 M2 L20–L21 Level 3 M4 L22

Disciplinary Core Ideas			Aligned *PhD Science* Lessons
PS2.A	**Forces and Motion**		
	Each force acts on one particular object and has both strength and a direction. An object at rest typically has multiple forces acting on it, but they add to give zero net force on the object. Forces that do not sum to zero can cause changes in the object's speed or direction of motion.		Level 3 M4 L10–L18 Level 3 M4 L28–L30
	The patterns of an object's motion in various situations can be observed and measured; when that past motion exhibits a regular pattern, future motion can be predicted from it.		Level 3 M4 L1–L9 Level 3 M4 L28–L30
PS2.B	**Type of Interactions**		
	Objects in contact exert forces on each other.		Level 3 M4 L10–L18 Level 3 M4 L28–L30
	Electric and magnetic forces between a pair of objects do not require that the objects be in contact. The sizes of the forces in each situation depend on the properties of the objects and their distances apart and, for forces between two magnets, on their orientation relative to each other.		Level 3 M4 L19–L30
LS1.B	**Growth and Development of Organisms**		
	Reproduction is essential to the continued existence of every kind of organism. Plants and animals have unique and diverse life cycles.		Level 3 M3 L7–L8 Level 3 M3 L23–L28
LS2.C	**Ecosystem Dynamics, Functioning, and Resilience**		
	When the environment changes in ways that affect a place's physical characteristics, temperature, or availability of resources, some organisms survive and reproduce, others move to new locations, yet others move into the transformed environment, and some die.		Level 3 M2 L16–L28
LS2.D	**Social Interactions and Group Behavior**		
	Being part of a group helps animals obtain food, defend themselves, and cope with changes. Groups may serve different functions and vary dramatically in size.		Level 3 M2 L13–L15 Level 3 M2 L22–L28
LS3.A	**Inheritance of Traits**		
	Many characteristics of organisms are inherited from their parents.		Level 3 M3 L14–L18 Level 3 M3 L26–L28
	Other characteristics result from individuals' interactions with the environment, which can range from diet to learning. Many characteristics involve both inheritance and environment.		Level 3 M3 L9–L13 Level 3 M3 L19–L20 Level 3 M3 L26–L28
LS3.B	**Variation of Traits**		
	Different organisms vary in how they look and function because they have different inherited information.		Level 3 M3 L1–L6 Level 3 M3 L14–L18 Level 3 M3 L23–L28
	The environment also affects the traits that an organism develops.		Level 3 M3 L9–L13 Level 3 M3 L19–L20 Level 3 M3 L26–L28
LS4.A	**Evidence of Common Ancestry and Diversity**		
	Some kinds of plants and animals that once lived on Earth are no longer found anywhere.		Level 3 M2 L6–L8 Level 3 M2 L26–L28
	Fossils provide evidence about the types of organisms that lived long ago and also about the nature of their environments.		Level 3 M2 L1–L5 Level 3 M2 L26–L28

LS4.B	**Natural Selection**		
	Sometimes the differences in characteristics between individuals of the same species provide advantages in surviving, finding mates, and reproducing.		Level 3 M3 L21–L28
LS4.C	**Adaptation**		
	For any particular environment, some kinds of organisms survive well, some survive less well, and some cannot survive at all.		Level 3 M2 L1–L2 Level 3 M2 L9–L12 Level 3 M2 L16–L19 Level 3 M2 L22–L28
LS4.D	**Biodiversity and Humans**		
	Populations live in a variety of habitats, and change in those habitats affects the organisms living there.		Level 3 M2 L16–L21 Level 3 M2 L26–L28
ESS2.D	**Weather and Climate**		
	Scientists record patterns of the weather across different times and areas so that they can make predictions about what kind of weather might happen next.		Level 3 M1 L1–L15 Level 3 M1 L19–L20 Level 3 M1 L27–L29
	Climate describes a range of an area's typical weather conditions and the extent to which those conditions vary over years.		Level 3 M1 L11–L15 Level 3 M1 L27–L29
ESS3.B	**Natural Hazards**		
	A variety of natural hazards result from natural processes. Humans cannot eliminate natural hazards but can take steps to reduce their impacts.		Level 3 M1 L1–L3 Level 3 M1 L16–L29
ETS1.A	**Defining and Delimiting Engineering Problems**		
	Possible solutions to a problem are limited by available materials and resources (constraints). The success of a designed solution is determined by considering the desired features of a solution (criteria). Different proposals for solutions can be compared on the basis of how well each one meets the specified criteria for success or how well each takes the constraints into account.		Level 3 M1 L21–L26
ETS1.B	**Developing Possible Solutions**		
	Research on a problem should be carried out before beginning to design a solution. Testing a solution involves investigating how well it performs under a range of likely conditions.		Level 3 M1 L21–L26
	At whatever stage, communicating with peers about proposed solutions is an important part of the design process, and shared ideas can lead to improved designs.		Level 3 M2 L23–L27
	Tests are often designed to identify failure points or difficulties, which suggest the elements of the design that need to be improved.		Level 3 M4 L23–L27
ETS1.C	**Optimizing the Design Solution**		
	Different solutions need to be tested in order to determine which of them best solves the problem, given the criteria and the constraints.		Level 3 M4 L23–L27

Crosscutting Concepts			Aligned *PhD Science* Lessons
1	Patterns • Similarities and differences in patterns can be used to sort and classify natural phenomena. • Patterns of change can be used to make predictions. • Patterns can be used as evidence to support an explanation.		Level 3 M1 L11–L15 Level 3 M1 L19–L20 Level 3 M1 L27–L29 Level 3 M2 L3–L8 Level 3 M2 L13–L15 Level 3 M3 L1–L8 Level 3 M3 L14–L18 Level 3 M3 L26–L28 Level 3 M4 L1–L9 Level 3 M4 L28–L30
2	Cause and Effect • Cause and effect relationships are routinely identified. • Cause and effect relationships are routinely identified and used to explain change. • Cause and effect relationships are routinely identified, tested, and used to explain change. • Events that occur together with regularity might or might not be a cause and effect relationship.		Level 3 M1 L1–L3 Level 3 M1 L16–L18 Level 3 M1 L21–L29 Level 3 M2 L9–L12 Level 3 M2 L16–L28 Level 3 M3 L9–L13 Level 3 M3 L19–L25 Level 3 M4 L1–L3 Level 3 M4 L10–L30
3	Scale, Proportion, and Quantity • Standard units are used to measure and describe physical quantities such as weight, time, temperature, and volume. • Observable phenomena exist from very short to very long time periods.		Level 3 M1 L4–L10 Level 3 M2 L1–L2 Level 3 M3 L1–L3 Level 3 M3 L14–L15
4	Systems and System Models • A system can be described in terms of its components and their interactions.		Level 3 M1 L1–L3 Level 3 M1 L16–L20 Level 3 M2 L6–L15 Level 3 M2 L20–L28 Level 3 M3 L9–L11 Level 3 M4 L1–L30
6	Structure and Function • The shape and stability of structures of natural and designed objects are related to their function(s).		Level 3 M1 L21–L26 Level 3 M2 L1–L3 Level 3 M2 L9–L12 Level 3 M3 L4–L6 Level 3 M3 L21–L28
7	Stability and Change • Change is measured in terms of differences over time and may occur at different rates. • Some systems appear stable, but over long periods of time will eventually change.		Level 3 M1 L4–L15 Level 3 M1 L27–L29 Level 3 M2 L16–L19 Level 3 M3 L7–L8 Level 3 M3 L12–L13 Level 3 M3 L19–L20 Level 3 M3 L26–L28

Connections to Nature of Science		Aligned *PhD Science* Lessons
Scientific Knowledge Is Based on Empirical Evidence • Science findings are based on recognizing patterns.		Level 3 M3 L7–L8 Level 3 M4 L4–L6
Scientific Investigations Use a Variety of Methods • Science investigations use a variety of methods, tools, and techniques. • Science methods are determined by questions.		Level 3 M4 L1–L3 Level 3 M4 L15–L16
Science Is a Human Endeavor • Science affects everyday life. • Most scientists and engineers work in teams. • Men and women from all cultures and backgrounds choose careers as scientists and engineers.		Level 3 M1 L21–L26 Level 3 M3 L12–L13 Level 3 M4 L16–L18
Scientific Knowledge Assumes an Order and Consistency in Natural Systems • Science assumes consistent patterns in natural systems.		Level 3 M3 L7–L8 Level 3 M4 L4–L6
Science Is a Way of Knowing • Science is a way of knowing that is used by many people.		Level 3 M3 L16–L18

Connections to Engineering, Technology, and Applications of Science		Aligned *PhD Science* Lessons
Interdependence of Science, Engineering, and Technology • Scientific discoveries about the natural world can often lead to new and improved technologies, which are developed through the engineering design process. • Knowledge of relevant scientific concepts and research findings is important in engineering. • Science and technology support each other.		Level 3 M4 L23–L27
Influence of Engineering, Technology, and Science on Society and the Natural World • Engineers improve existing technologies or develop new ones to increase their benefits, decrease known risks, and meet societal demands. • People's needs and wants change over time, as do their demands for new and improved technologies. • When new technologies become available, they can bring about changes in the way people live and interact with one another.		Level 3 M1 L21–L26 Level 3 M4 L22–L27

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Key: Module (M), Lesson (L)

PhD Science Level 4

The Grade 4 Oregon Science Standards are fully covered by the Level 4 *PhD Science* curriculum. A detailed analysis of alignment appears in the table below.

Grade 4 Performance Expectations			**Aligned *PhD Science* Lessons**
4-PS3 Energy			
4-PS3-1	Use evidence to construct an explanation relating the speed of an object to the energy of that object.		Level 4 M2 L6–L7 Level 4 M2 L24–L26
4-PS3-2	Make observations to provide evidence that energy can be transferred from place to place by sound, light, heat, and electric currents.		Level 4 M2 L1–L5 Level 4 M2 L10–L11 Level 4 M2 L24–L26
4-PS3-3	Ask questions and predict outcomes about the changes in energy that occur when objects collide.		Level 4 M2 L8–L9 Level 4 M2 L24–L26
4-PS3-4	Apply scientific ideas to design, test, and refine a device that converts energy from one form to another.		Level 4 M2 L12–L26
4-PS4 Waves and Their Applications in Technologies for Information Transfer			
4-PS4-1	Develop a model of waves to describe patterns in terms of amplitude and wavelength and that waves can cause objects to move.		Level 4 M3 L7–L14 Level 4 M3 L29–L31
4-PS4-2	Develop a model to describe that light reflecting from objects and entering the eye allows objects to be seen.		Level 4 M4 L1–L13 Level 4 M4 L20–L26
4-PS4-3	Generate and compare multiple solutions that use patterns to transfer information.		Level 4 M4 L14–L19 Level 4 M4 L24–L26
4-LS1 From Molecules to Organisms: Structures and Processes			
4-LS1-1	Construct an argument that plants and animals have internal and external structures that function to support survival, growth, behavior, and reproduction.		Level 4 M3 L1–L6 Level 4 M3 L20 Level 4 M3 L26–L31
4-LS1-2	Use a model to describe that animals receive different types of information through their senses, process the information in their brain, and respond to the information in different ways.		Level 4 M3 L1–L6 Level 4 M3 L15–L25 Level 4 M3 L29–L31
4-ESS1 Earth's Place in the Universe			
4-ESS1-1	Identify evidence from patterns in rock formations and fossils in rock layers to support an explanation for changes in a landscape over time.		Level 4 M1 L1–L5 Level 4 M1 L19–L20 Level 4 M1 L25–L27

4-ESS2 Earth's Systems			
4-ESS2-1	Make observations and/or measurements to provide evidence of the effects of weathering or the rate of erosion by water, ice, wind, or vegetation.		Level 4 M1 L6–L11 Level 4 M1 L25–L27
4-ESS2-2	Analyze and interpret data from maps to describe patterns of Earth's features.		Level 4 M1 L18–L20 Level 4 M1 L25–L27
4-ESS3 Earth and Human Activity			
4-ESS3-1	Obtain and combine information to describe that energy and fuels are derived from natural resources and that their uses affect the environment.		Level 4 M1 L21–L27
4-ESS3-2	Generate and compare multiple solutions to reduce the impacts of natural Earth processes on humans.		Level 4 M1 L12–L17 Level 4 M1 L25–L27
3–5-ETS1 Engineering Design			
3–5-ETS1-1	Define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost.		Level 4 M2 L17–L23
3–5-ETS1-2	Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem.		Level 4 M1 L12–L17
3–5-ETS1-3	Plan and carry out fair tests in which variables are controlled and failure points are considered to identify aspects of a model or prototype that can be improved.		Level 3 M2 L23–L27 Level 3 M4 L23–L27 Level 5 M1 L18–L22

Science and Engineering Practices			**Aligned *PhD Science* Lessons**
1	Asking Questions and Defining Problems • Ask questions that can be investigated and predict reasonable outcomes based on patterns such as cause and effect relationships. • Define a simple design problem that can be solved through the development of an object, tool, process, or system and includes several criteria for success and constraints on materials, time, or cost.		Level 4 M1 L1–L2 Level 4 M2 L1–L3 Level 4 M2 L8–L9 Level 4 M3 L1–L3 Level 4 M3 L15–L19 Level 4 M4 L1–L2
2	Developing and Using Models • Develop a model using an analogy, example, or abstract representation to describe a scientific principle. • Develop a model to describe phenomena. • Use a model to test interactions concerning the functioning of a natural system. • Collaboratively develop and/or revise a model based on evidence that shows the relationships among variables for frequent and regular occurring events. • Identify limitations of models.		Level 4 M1 L1–L2 Level 4 M2 L1–L3 Level 4 M2 L8–L11 Level 4 M2 L15–L16 Level 4 M3 L1–L3 Level 4 M3 L7–L11 Level 4 M4 L1–L8 Level 4 M4 L10–L23

3	Planning and Carrying Out Investigations • Plan and conduct an investigation collaboratively to produce data to serve as the basis for evidence, using fair tests in which variables are controlled and the number of trials considered. • Make observations to produce data to serve as the basis for evidence for an explanation of a phenomenon or test a design • Make observations and/or measurements to produce data to serve as the basis for evidence for an explanation of a phenomenon. • Evaluate appropriate methods and/or tools for collecting data.		Level 4 M1 L6–L11 Level 4 M1 L21–L22 Level 4 M2 L6–L7 Level 4 M2 L10–L14 Level 4 M3 L15–L19 Level 4 M4 L7–L9 Level 4 M4 L14–L16 Level 4 M4 L20–L23
4	Analyzing and Interpreting Data • Analyze and interpret data to make sense of phenomena using logical reasoning.		Level 4 M1 L12–L20 Level 4 M1 L23–L24 Level 4 M4 L10–L13
5	Using Mathematics and Computational Thinking • Describe, measure, estimate, and/or graph quantities (e.g., area, volume, weight, time) to address scientific and engineering questions and problems.		Level 4 M2 L8–L9
6	Constructing Explanations and Designing Solutions • Construct an explanation of observed relationships. • Use evidence (e.g., measurements, observations, patterns) to construct an explanation. • Apply scientific ideas to solve design problems. • Identify the evidence that supports particular points in an explanation. • Generate and compare multiple solutions to a problem based on how well they meet the criteria and constraints of the design problem and solution.		Level 4 M1 L3–L7 Level 4 M1 L12–L18 Level 4 M1 L21–L22 Level 4 M1 L25–L27 Level 4 M2 L4–L5 Level 4 M2 L15–L26 Level 4 M3 L24–L25 Level 4 M3 L29–L31 Level 4 M4 L14–L26
7	Engaging in Argument from Evidence • Construct an argument with evidence, data, and/or a model. • Compare and refine arguments based on an evaluation of the evidence presented. • Respectfully provide and receive critiques from peers about a proposed procedure, explanation, or model by citing relevant evidence and posing specific questions.		Level 4 M3 L4–L5 Level 4 M3 L21–L23 Level 4 M3 L26–L28 Level 4 M4 L7–L8
8	Obtaining, Evaluating, and Communicating Information • Obtain and combine information from books and other reliable media to explain phenomena. • Read and comprehend grade-appropriate complex texts and/or other reliable media to summarize and obtain scientific and technical ideas and describe how they are supported by evidence. • Communicate scientific and/or technical information orally and/or in written formats, including various forms of media as well as tables, diagrams, and charts.		Level 4 M1 L3–L5 Level 4 M1 L23–L24 Level 4 M3 L4–L6 Level 4 M3 L10–L11 Level 4 M3 L20–L23 Level 4 M3 L26–L28 Level 4 M4 L17–L19

Disciplinary Core Ideas			Aligned *PhD Science* Lessons
PS3.A	**Definitions of Energy**		
	The faster a given object is moving, the more energy it possesses.		Level 4 M2 L6–L9 Level 4 M2 L12–L16 Level 4 M2 L24–L26
	Energy can be moved from place to place by moving objects or through sound, light, or electric currents.		Level 4 M2 L1–L3 Level 4 M2 L10–L11 Level 4 M2 L15–L16 Level 4 M2 L24–L26
PS3.B	**Conservation of Energy and Energy Transfer**		
	Energy is present whenever there are moving objects, sound, light, or heat. When objects collide, energy can be transferred from one object to another, thereby changing their motion. In such collisions, some energy is typically also transferred to the surrounding air; as a result, the air gets heated and sound is produced.		Level 4 M2 L1–L5 Level 4 M2 L8–L9 Level 4 M2 L24–L26
	Light also transfers energy from place to place.		Level 4 M2 L10–L11 Level 4 M2 L24–L26
	Energy can also be transferred from place to place by electric currents, which can then be used locally to produce motion, sound, heat, or light. The currents may have been produced to begin with by transforming the energy of motion into electrical energy.		Level 4 M2 L1–L3 Level 4 M2 L10–L26
PS3.C	**Relationship between Energy and Forces**		
	When objects collide, the contact forces transfer energy so as to change the objects' motions.		Level 4 M2 L8–L9 Level 4 M2 L24–L26
PS3.D	**Energy in Chemical Processes and Everyday Life**		
	The expression "produce energy" typically refers to the conversion of stored energy into a desired form for practical use.		Level 4 M2 L12–L14 Level 4 M2 L24–L26
PS4.A	**Wave Properties**		
	Waves, which are regular patterns of motion, can be made in water by disturbing the surface. When waves move across the surface of deep water, the water goes up and down in place; it does not move in the direction of the wave except when the water meets the beach.		Level 4 M3 L7–L11
	Waves of the same type can differ in amplitude (height of the wave) and wavelength (spacing between wave peaks).		Level 4 M3 L7–L11 Level 4 M3 L29–L31
PS4.B	**Electromagnetic Radiation**		
	An object can be seen when light reflected from its surface enters the eyes.		Level 4 M4 L1–L13 Level 4 M4 L20–L26
PS4.C	**Information Technologies and Instrumentation**		
	Digitized information can be transmitted over long distances without significant degradation. High-tech devices, such as computers or cell phones, can receive and decode information—convert it from digitized form to voice—and vice versa.		Level 4 M4 L14–L19 Level 4 M4 L24–L26
LS1.A	**Structure and Function**		
	Plants and animals have both internal and external structures that serve various functions in growth, survival, behavior, and reproduction.		Level 4 M3 L1–L6 Level 4 M3 L20 Level 4 M3 L26–L31

LS1.D	**Information Processing**		
	Different sense receptors are specialized for particular kinds of information, which may be then processed by the animal's brain. Animals are able to use their perceptions and memories to guide their actions.		Level 4 M3 L1–L6 Level 4 M3 L15–L25 Level 4 M3 L29–L31 Level 4 M4 L10–L13
ESS1.C	**The History of Planet Earth**		
	Local, regional, and global patterns of rock formations reveal changes over time due to earth forces, such as earthquakes. The presence and location of certain fossil types indicate the order in which rock layers were formed.		Level 4 M1 L1–L5 Level 4 M1 L19–L20 Level 4 M1 L25–L27
ESS2.A	**Earth Materials and Systems**		
	Rainfall helps to shape the land and affects the types of living things found in a region. Water, ice, wind, living organisms, and gravity break rocks, soils, and sediments into smaller particles and move them around.		Level 4 M1 L6–L11 Level 4 M1 L25–L27
ESS2.B	**Plate Tectonics and Large-Scale System Interactions**		
	The locations of mountain ranges, deep ocean trenches, ocean floor structures, earthquakes, and volcanoes occur in patterns. Most earthquakes and volcanoes occur in bands that are often along the boundaries between continents and oceans. Major mountain chains form inside continents or near their edges. Maps can help locate the different land and water features areas of Earth.		Level 4 M1 L18–L20 Level 4 M1 L25–L27
ESS2.E	**Biogeology**		
	Living things affect the physical characteristics of their regions.		Level 4 M1 L6–L11 Level 4 M1 L25–L27
ESS3.A	**Natural Resources**		
	Energy and fuels that humans use are derived from natural sources, and their use affects the environment in multiple ways. Some resources are renewable over time, and others are not.		Level 4 M1 L21–L27
ESS3.B	**Natural Hazards**		
	A variety of hazards result from natural processes (e.g., earthquakes, tsunamis, volcanic eruptions). Humans cannot eliminate the hazards but can take steps to reduce their impacts.		Level 4 M1 L12–L17 Level 4 M1 L25–L27
ETS1.A	**Defining and Delimiting Engineering Problems**		
	Possible solutions to a problem are limited by available materials and resources (constraints). The success of a designed solution is determined by considering the desired features of a solution (criteria). Different proposals for solutions can be compared on the basis of how well each one meets the specified criteria for success or how well each takes the constraints into account.		Level 4 M2 L17–L26
ETS1.B	**Developing Possible Solutions**		
	Research on a problem should be carried out before beginning to design a solution. Testing a solution involves investigating how well it performs under a range of likely conditions.		Level 4 M1 L12–L17 Level 4 M4 L20–L23
	At whatever stage, communicating with peers about proposed solutions is an important part of the design process, and shared ideas can lead to improved designs.		Level 4 M1 L12–L17 Level 4 M4 L20–L23
	Tests are often designed to identify failure points or difficulties, which suggest the elements of the design that need to be improved.		Level 4 M1 L12–L17 Level 4 M4 L20–L23

	Testing a solution involves investigating how well it performs under a range of likely conditions.		Level 4 M4 L12–L17 Level 4 M4 L20–L23
ETS1.C	**Optimizing the Design Solution**		
	Different solutions need to be tested in order to determine which of them best solves the problem, given the criteria and the constraints.		Level 4 M1 L12–L17 Level 4 M4 L20–L23

Crosscutting Concepts			**Aligned *PhD Science* Lessons**
1	Patterns • Similarities and differences in patterns can be used to sort and classify natural phenomena. • Similarities and differences in patterns can be used to sort and classify designed products. • Patterns can be used as evidence to support an explanation.		Level 4 M1 L1–L5 Level 4 M1 L18–L22 Level 4 M2 L4–L5 Level 4 M2 L8–L11 Level 4 M2 L24–L26 Level 4 M3 L1–L3 Level 4 M3 L7–L11 Level 4 M3 L20 Level 4 M3 L24–L28 Level 4 M4 L1–L4 Level 4 M4 L7–L8 Level 4 M4 L17–L23
2	Cause and Effect • Cause and effect relationships are routinely identified. • Cause and effect relationships are routinely identified and used to explain change. • Cause and effect relationships are routinely identified, tested, and used to explain change. • Events that occur together with regularity might or might not be a cause and effect relationship.		Level 4 M1 L6–L17 Level 4 M1 L19–L20 Level 4 M1 L23–L27 Level 4 M2 L1–L7 Level 4 M2 L10–L14 Level 4 M2 L24–L26 Level 4 M3 L6–L11 Level 4 M3 L15–L23 Level 4 M4 L3–L16 Level 4 M4 L24–L26
3	Scale, Proportion, and Quantity • Natural objects and/or observable phenomena exist from the very small to the immensely large or from very short to very long time periods.		Level 4 M1 L3–L5
4	Systems and System Models • A system can be described in terms of its components and their interactions. • A system is a group of related parts that make up a whole and can carry out functions its individual parts cannot.		Level 4 M1 L1–L2 Level 4 M1 L12–L17 Level 4 M1 L21–L24 Level 4 M2 L1–L11 Level 4 M2 L15–L26 Level 4 M3 L4–L5 Level 4 M3 L7–L9 Level 4 M3 L15–L19 Level 4 M3 L21–L23 Level 4 M3 L26–L31 Level 4 M4 L1–L8 Level 4 M4 L10–L23
5	Energy and Matter • Energy can be transferred in various ways and between objects.		Level 4 M2 L1–L3 Level 4 M2 L8–L26 Level 4 M3 L1–L3 Level 4 M3 L10–L19

6	Structure and Function • Substructures have shapes and parts that serve functions. • Different materials have different substructures, which can sometimes be observed.		Level 4 M3 L4–L6 Level 4 M3 L20 Level 4 M3 L24–L25 Level 4 M3 L29–L31 Level 4 M4 L9 Level 4 M4 L24–L26
7	Stability and Change • Change is measured in terms of differences over time and may occur at different rates.		Level 4 M1 L3–L11 Level 4 M1 L18–L20 Level 4 M1 L25–L27

Connections to Nature of Science		**Aligned *PhD Science* Lessons**
Scientific Knowledge Assumes an Order and Consistency in Natural Systems • Science assumes consistent patterns in natural systems.		Level 4 M1 L6–L7
Science Is a Human Endeavor • Science affects everyday life. • Most scientists and engineers work in teams.		Level 4 M2 L1–L3 Level 4 M2 L17–L23
Scientific Knowledge Is Based on Empirical Evidence • Science findings are based on recognizing patterns.		Level 4 M1 L6–L7

Connections to Engineering, Technology, and Applications of Science		**Aligned *PhD Science* Lessons**
Interdependence of Science, Engineering, and Technology • Scientific discoveries about the natural world can often lead to new and improved technologies, which are developed through the engineering design process. • Knowledge of relevant scientific concepts and research findings is important in engineering.		Level 4 M1 L12–L17
Influence of Engineering, Technology, and Science on Society and the Natural World • Engineers improve existing technologies or develop new ones. • Engineers improve existing technologies or develop new ones to increase their benefits, decrease known risks, and meet societal demands. • People's needs and wants change over time, as do their demands for new and improved technologies.		Level 4 M1 L12–L17 Level 4 M1 L23–L24 Level 4 M2 L15–L23

Oregon Science Standards Correlation to *PhD Science*™

Green indicates that *PhD Science*™ fully addresses the standard within the grade level.

Blue indicates that *PhD Science* covers the standard but in a different grade level.

Yellow indicates that *PhD Science* partially covers the standard within the grade level.

Red indicates that *PhD Science* does not cover the standard.

Key: Module (M), Lesson (L)

PhD Science Level 5

The Grade 5 Oregon Science Standards are fully covered by the Level 5 *PhD Science* curriculum. A detailed analysis of alignment appears in the table below.

Grade 5 Performance Expectations			**Aligned *PhD Science* Lessons**
5-PS1 Matter and Its Interactions			
5-PS1-1	Develop a model to describe that matter is made of particles too small to be seen.		Level 5 M1 L5–L10 Level 5 M1 L23–L26
5-PS1-2	Measure and graph quantities to provide evidence that regardless of the type of change that occurs when heating, cooling, or mixing substances, the total weight of matter is conserved.		Level 5 M1 L9–L17 Level 5 M1 L23–L26
5-PS1-3	Make observations and measurements to identify materials based on their properties.		Level 5 M1 L1–L4 Level 5 M1 L11–L17 Level 5 M1 L23–L26
5-PS1-4	Conduct an investigation to determine whether the mixing of two or more substances results in new substances.		Level 5 M1 L1–L2 Level 5 M1 L13–L26
5-PS2 Motion and Stability: Forces and Interactions			
5-PS2-1	Support an argument that the gravitational force exerted by Earth on objects is directed down.		Level 5 M4 L3–L4 Level 5 M4 L24–L26
5-PS3 Energy			
5-PS3-1	Use models to describe that energy in animals' food (used for body repair, growth, motion, and to maintain body warmth) was once energy from the sun.		Level 5 M2 L15–L19 Level 5 M2 L24–L26
5-LS1 From Molecules to Organisms: Structures and Processes			
5-LS1-1	Support an argument that plants get the materials they need for growth chiefly from air and water.		Level 5 M2 L3–L5 Level 5 M2 L20–L26
5-LS2 Ecosystems: Interactions, Energy, and Dynamics			
5-LS2-1	Develop a model to describe the movement of matter among plants, animals, decomposers, and the environment.		Level 5 M2 L1–L2 Level 5 M2 L6–L14 Level 5 M2 L24–L26
5-ESS1 Earth's Place in the Universe			
5-ESS1-1	Support an argument that the apparent brightness of the sun and stars is due to their relative distances from Earth.		Level 5 M4 L18–L19 Level 5 M4 L24–L26

5-ESS1-2	Represent data in graphical displays to reveal patterns of daily changes in length and direction of shadows, day and night, and the seasonal appearance of some stars in the night sky.		Level 5 M4 L1–L2 Level 5 M4 L5–L17 Level 5 M4 L20–L26
5-ESS2 Earth's Systems			
5-ESS2-1	Develop a model using an example to describe ways the geosphere, biosphere, hydrosphere, and/or atmosphere interact.		Level 5 M3 L1–L3 Level 5 M3 L6–L13 Level 5 M3 L19–L27
5-ESS2-2	Describe and graph the amounts and percentages of salt water and fresh water in various reservoirs to provide evidence about the distribution of water on Earth.		Level 5 M3 L4–L5 Level 5 M3 L19–L27
5-ESS3 Earth and Human Activity			
5-ESS3-1	Obtain and combine information about ways individual communities use science ideas to protect the Earth's resources and environment.		Level 5 M3 L14–L18 Level 5 M3 L24–L27
3–5-ETS1 Engineering Design			
3–5-ETS1-1	Define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost.		Level 3 M1 L21–L26 Level 3 M4 L23–L27 Level 4 M2 L17–L23
3–5-ETS1-2	Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem.		Level 5 M3 L19–L23
3–5-ETS1-3	Plan and carry out fair tests in which variables are controlled and failure points are considered to identify aspects of a model or prototype that can be improved.		Level 5 M1 L18–L22

Science and Engineering Practices			**Aligned *PhD Science* Lessons**
1	Asking Questions and Defining Problems • Define a simple design problem that can be solved through the development of an object, tool, process, or system and includes several criteria for success and constraints on materials, time, or cost. • Ask questions that can be investigated and predict reasonable outcomes based on patterns such as cause and effect relationships.		Level 5 M1 L1–L2 Level 5 M2 L1–L2 Level 5 M2 L21–L23 Level 5 M3 L1–L3 Level 5 M3 L19–L23 Level 5 M4 L1–L2 Level 5 M4 L13
2	Developing and Using Models • Develop a model using an example to describe a scientific principle. • Use models to describe phenomena. • Develop a model to describe phenomena. • Collaboratively develop and/or revise a model based on evidence that shows the relationships among variables for frequent and regular occurring events.		Level 5 M1 L1–L2 Level 5 M1 L5–L10 Level 5 M1 L13–L14 Level 5 M1 L23–L26 Level 5 M2 L1–L2 Level 5 M2 L6–L7 Level 5 M2 L14 Level 5 M2 L20 Level 5 M3 L1–L3 Level 5 M3 L6–L16 Level 5 M3 L19–L27 Level 5 M4 L1–L4 Level 5 M4 L7–L18 Level 5 M4 L20–L26

3	Planning and Carrying Out Investigations • Conduct an investigation collaboratively to produce data to serve as the basis for evidence, using fair tests in which variables are controlled and the number of trials considered. • Plan and conduct an investigation collaboratively to produce data to serve as the basis for evidence, using fair tests in which variables are controlled and the number of trials considered. • Make observations and measurements to produce data to serve as the basis for evidence for an explanation of a phenomenon.		Level 5 M1 L13–L14 Level 5 M1 L18–L22 Level 5 M2 L3–L5 Level 5 M3 L10–L11 Level 5 M4 L5–L6 Level 5 M4 L18–L19
4	Analyzing and Interpreting Data • Represent data in graphical displays (bar graphs, pictographs, and/or pie charts) to reveal patterns that indicate relationships. • Analyze and interpret data to make sense of phenomena, using logical reasoning, mathematics, and/or computation.		Level 5 M1 L15–L17 Level 5 M2 L3–L5 Level 5 M2 L8–L13 Level 5 M2 L15–L17 Level 5 M3 L4–L5 Level 5 M3 L14–L16 Level 5 M4 L14–L15
5	Using Mathematics and Computational Thinking • Describe and graph quantities such as area and volume to address scientific questions. • Measure and graph quantities such as weight to address scientific and engineering questions and problems.		Level 5 M1 L3–L4 Level 5 M1 L15–L22 Level 5 M3 L10–L11 Level 5 M3 L24–L27 Level 5 M4 L5–L6
6	Constructing Explanations and Designing Solutions • Generate and compare multiple solutions to a problem based on how well they meet the criteria and constraints of the design problem. • Use evidence (e.g., measurements, observations, patterns) to construct or support an explanation or design a solution to a problem. • Identify the evidence that supports particular points in an explanation.		Level 5 M1 L5–L6 Level 5 M1 L11–L12 Level 5 M1 L23–L26 Level 5 M2 L12–L13 Level 5 M2 L15–L17 Level 5 M2 L21–L26 Level 5 M3 L17–L23 Level 5 M4 L3–L4 Level 5 M4 L9–L12 Level 5 M4 L20–L26
7	Engaging in Argument from Evidence • Support an argument with evidence, data, or a model.		Level 5 M1 L3–L4 Level 5 M2 L3–L5 Level 5 M2 L8–L11 Level 5 M2 L21–L23 Level 5 M3 L19–L23 Level 5 M4 L5–L6 Level 5 M4 L13–L17 Level 5 M4 L20–L21
8	Obtaining, Evaluating, and Communicating Information • Obtain and combine information from books and/or other reliable media to explain phenomena or solutions to a design problem. • Read and comprehend grade-appropriate complex texts and/or other reliable media to summarize and obtain scientific and technical ideas and describe how they are supported by evidence.		Level 5 M2 L6–L7 Level 5 M2 L10–L11 Level 5 M2 L18–L20 Level 5 M3 L9 Level 5 M3 L14–L16 Level 5 M3 L19–L27 Level 5 M4 L18–L19

Disciplinary Core Ideas			Aligned *PhD Science* Lessons
PS1.A	**Structure and Properties of Matter**		
	Matter of any type can be subdivided into particles that are too small to see, but even then the matter still exists and can be detected by other means. A model showing that gases are made from matter particles that are too small to see and are moving freely around in space can explain many observations, including the inflation and shape of a balloon and the effects of air on larger particles or objects.		Level 5 M1 L5–L10 Level 5 M1 L23–L26
	The amount (weight) of matter is conserved when it changes form, even in transitions in which it seems to vanish.		Level 5 M1 L9–L17 Level 5 M1 L23–L26
	Measurements of a variety of properties can be used to identify materials.		Level 5 M1 L1–L4 Level 5 M1 L11–L17 Level 5 M1 L23–L26
PS1.B	**Chemical Reactions**		
	When two or more different substances are mixed, a new substance with different properties may be formed.		Level 5 M1 L1–L2 Level 5 M1 L15–L26
	No matter what reaction or change in properties occurs, the total weight of the substances does not change.		Level 5 M1 L9–L17 Level 5 M1 L23–L26
PS2.B	**Types of Interactions**		
	The gravitational force of Earth acting on an object near Earth's surface pulls that object toward the planet's center.		Level 5 M4 L3–L4 Level 5 M4 L24–L26
PS3.D	**Energy in Chemical Processes and Everyday Life**		
	The energy released from food was once energy from the sun that was captured by plants in the chemical process that forms plant matter (from air and water).		Level 5 M2 L6–L7 Level 5 M2 L15–L19 Level 5 M2 L24–L26
LS1.C	**Organization for Matter and Energy Flow in Organisms**		
	Food provides animals with the materials they need for body repair and growth and the energy they need to maintain body warmth and for motion.		Level 5 M2 L8–L9 Level 5 M2 L15–L19 Level 5 M2 L24–L26
	Plants acquire their material for growth chiefly from air and water.		Level 5 M2 L3–L5 Level 5 M2 L24–L26
LS2.A	**Interdependent Relationships in Ecosystems**		
	The food of almost any kind of animal can be traced back to plants. Organisms are related in food webs in which some animals eat plants for food and other animals eat the animals that eat plants. Some organisms, such as fungi and bacteria, break down dead organisms (both plants or plants' parts and animals) and therefore operate as "decomposers." Decomposition eventually restores (recycles) some materials back to the soil. Organisms can survive only in environments in which their particular needs are met. A healthy ecosystem is one in which multiple species of different types are each able to meet their needs in a relatively stable web of life. Newly introduced species can damage the balance of an ecosystem.		Level 5 M2 L1–L2 Level 5 M2 L8–L14 Level 5 M2 L20 Level 5 M2 L24–L26
LS2.B	**Cycles of Matter and Energy Transfer in Ecosystems**		
	Matter cycles between the air and soil and among plants, animals, and microbes as these organisms live and die. Organisms obtain gases, and water, from the environment, and release waste matter (gas, liquid, or solid) back into the environment.		Level 5 M2 L6–L7 Level 5 M2 L10–L14 Level 5 M2 L24–L26

ESS1.A	**The Universe and Its Stars**		
	The sun is a star that appears larger and brighter than other stars because it is closer. Stars range greatly in their distance from Earth.		Level 5 M4 L18–L19 Level 5 M4 L24–L26
ESS1.B	**Earth and the Solar System**		
	The orbits of Earth around the sun and of the moon around Earth, together with the rotation of Earth about an axis between its North and South poles, cause observable patterns. These include day and night; daily changes in the length and direction of shadows; and different positions of the sun, moon, and stars at different times of the day, month, and year.		Level 5 M4 L1–L2 Level 5 M4 L5–L18 Level 5 M4 L20–L26
ESS2.A	**Earth Materials and Systems**		
	Earth's major systems are the geosphere (solid and molten rock, soil, and sediments), the hydrosphere (water and ice), the atmosphere (air), and the biosphere (living things, including humans). These systems interact in multiple ways to affect Earth's surface materials and processes. The ocean supports a variety of ecosystems and organisms, shapes landforms, and influences climate. Winds and clouds in the atmosphere interact with the landforms to determine patterns of weather.		Level 5 M3 L1–L13 Level 5 M3 L24–L27
ESS2.C	**The Roles of Water in Earth's Surface Processes**		
	Nearly all of Earth's available water is in the ocean. Most fresh water is in glaciers or underground; only a tiny fraction is in streams, lakes, wetlands, and the atmosphere.		Level 5 M3 L4–L5 Level 5 M3 L24–L27
ESS3.C	**Human Impacts on Earth Systems**		
	Human activities in agriculture, industry, and everyday life have had major effects on the land, vegetation, streams, ocean, air, and even outer space. But individuals and communities are doing things to help protect Earth's resources and environments.		Level 5 M3 L14–L27
ETS1.A	**Defining and Delimiting Engineering Problems**		
	Possible solutions to a problem are limited by available materials and resources (constraints). The success of a designed solution is determined by considering the desired features of a solution (criteria). Different proposals for solutions can be compared on the basis of how well each one meets the specified criteria for success or how well each takes the constraints into account.		Level 5 M2 L21–L23
ETS1.B	**Developing Possible Solutions**		
	Research on a problem should be carried out before beginning to design a solution. Testing a solution involves investigating how well it performs under a range of likely conditions.		Level 5 M3 L18–L22
	At whatever stage, communicating with peers about proposed solutions is an important part of the design process, and shared ideas can lead to improved designs.		Level 5 M2 L21–L23 Level 5 M3 L19–L23
	Tests are often designed to identify failure points or difficulties, which suggest the elements of the design that need to be improved.		Level 5 M1 L19–L23
ETS1.C	**Optimizing the Design Solution**		
	Different solutions need to be tested in order to determine which of them best solves the problem, given the criteria and the constraints.		Level 5 M1 L18–L22

Crosscutting Concepts			Aligned *PhD Science* Lessons
1	Patterns • Similarities and differences in patterns can be used to sort, classify, communicate, and analyze simple rates of change for natural phenomena. • Patterns can be used as evidence to support an explanation.		Level 5 M1 L7–L8 Level 5 M2 L1–L5 Level 5 M2 L8–L9 Level 5 M2 L15–L17 Level 5 M3 L6–L9 Level 5 M4 L1–L17 Level 5 M4 L20–L26
2	Cause and Effect • Cause and effect relationships are routinely identified and used to explain change. • Cause and effect relationships are routinely identified, tested, and used to explain change.		Level 5 M1 L1–L2 Level 5 M1 L5–L6 Level 5 M1 L9–L10 Level 5 M1 L18–L22 Level 5 M2 L3–L7 Level 5 M2 L12–L13 Level 5 M2 L18–L23 Level 5 M3 L6–L8 Level 5 M3 L12–L18 Level 5 M4 L5–L6 Level 5 M4 L24–L26
3	Scale, Proportion, and Quantity • Natural objects exist from the very small to the immensely large. • Standard units are used to measure and describe physical quantities such as weight, time, temperature, and volume.		Level 5 M1 L3–L4 Level 5 M1 L13–L17 Level 5 M1 L23–L26 Level 5 M2 L10–L11 Level 5 M3 L1–L5 Level 5 M3 L10–L11 Level 5 M3 L24–L27 Level 5 M4 L18–L19 Level 5 M4 L24–L26
4	Systems and System Models • A system is a group of related parts that make up a whole and can carry out functions its individual parts cannot. • A system can be described in terms of its components and their interactions.		Level 5 M1 L3–L4 Level 5 M1 L15–L17 Level 5 M2 L1–L2 Level 5 M2 L6–L11 Level 5 M2 L14 Level 5 M2 L18–L19 Level 5 M2 L24–L26 Level 5 M3 L1–L9 Level 5 M3 L12–L13 Level 5 M3 L19–L27 Level 5 M4 L1–L2 Level 5 M4 L7–L23
5	Energy and Matter • Matter is made of particles. • Energy can be transferred in various ways and between objects. • Matter flows and cycles can be tracked in terms of the weight of the substances before and after a process occurs. The total weight of the substances does not change. This is what is meant by conservation of matter. • Matter is transported into, out of, and within systems.		Level 5 M1 L5–L8 Level 5 M1 L13–L14 Level 5 M1 L23–L26 Level 5 M2 L6–L11 Level 5 M2 L14–L19 Level 5 M2 L24–L26 Level 5 M3 L10–L11 Level 5 M4 L3–L4

7	Stability and Change • Change is measured in terms of differences over time and may occur at different rates.		Level 5 M1 L1–L2 Level 5 M1 L9–L12 Level 5 M1 L18–L26 Level 5 M2 L12–L13 Level 5 M2 L20 Level 5 M2 L24–L26 Level 5 M3 L14–L18 Level 5 M4 L5–L6 Level 5 M4 L9–L12

Connections to Nature of Science		**Aligned *PhD Science* Lessons**
Scientific Investigations Use a Variety of Methods • Science methods are determined by questions.		Level 5 M4 L5–L6
Scientific Knowledge Assumes an Order and Consistency in Natural Systems • Science assumes consistent patterns in natural systems. • Basic laws of nature are the same everywhere in the universe.		Level 5 M1 L7–L8 Level 5 M4 L14–L15
Science Models, Laws, Mechanisms, and Theories Explain Natural Phenomena • Science explanations describe the mechanisms for natural events.		Level 5 M4 L1–L2 Level 5 M4 L7–L8 Level 5 M4 L13
Science Addresses Questions about the Natural and Material World • Science findings are limited to questions that can be answered with empirical evidence.		Level 5 M3 L10–L11 Level 5 M4 L5–L6
Science Is a Way of Knowing • Science is both a body of knowledge and processes that add new knowledge.		Level 5 M3 L6–L8 Level 5 M4 L7–L8
Science Is a Human Endeavor • Creativity and imagination are important to science.		Level 5 M3 L19–L23
Scientific Knowledge Is Open to Revision in Light of New Evidence • Science explanations can change based on new evidence.		Level 5 M4 L14–L15
Scientific Knowledge Is Based on Empirical Evidence • Science findings are based on recognizing patterns. • Scientists use tools and technologies to make accurate measurements and observations.		Level 5 M4 L5–L8 Level 5 M4 L14–L15

Connections to Engineering, Technology, and Applications of Science		**Aligned *PhD Science* Lessons**
Influence of Engineering, Technology, and Science on Society and the Natural World • People's needs and wants change over time, as do their demands for new and improved technologies. • Engineers improve existing technologies or develop new ones to increase their benefits, decrease known risks, and meet societal demands.		Level 5 M3 L19–L23
Interdependence of Science, Engineering, and Technology • Tools and instruments are used to answer scientific questions, while scientific discoveries lead to the development of new technologies.		Level 5 M4 L7–L8