

SCIENCE - LONG RANGE PLANNING - 1ST 6 WEEKS RED# DAY OF THE YEAR, STAR=BUILT IN EXTRA DAY, PR=PRE REQUISITE

<p>Rules, Policies, Procedures and Routines</p> <p style="text-align: right;">1</p>	<p>5-PS1-1: Whole Class Matter (1.A.1/2) & (2.A.1/2) Model & Describe Relationship b/w Bulk (Observable) Matter and Microscopic Matter in Observable Phenomenons</p> <p style="text-align: right;">2</p>	<p>5-PS1-1: Whole Class/Lab Matter (1.A.1/2) & (2.A.1/2) Model & Describe Relationship b/w Bulk (Observable) Matter and Microscopic Matter in Observable Phenomenons</p> <p style="text-align: right;">3</p>	<p>5-PS1-1: Centers Matter (1.A.1/2) & (2.A.1/2) Model & Describe Relationship b/w Bulk (Observable) Matter and Microscopic Matter in Observable Phenomenons</p> <p style="text-align: right;">4</p>	<p>PR.5-PS1-1: Whole Class Matter/Interactions (PR) Introduction to Matter Solids, Liquids, & Gasses</p> <p style="text-align: right;">5</p>
<p>PR.5-PS1-1: Whole Class/Lab Matter/Interactions (PR) Introduction to Matter Solids, Liquids, & Gasses</p> <p style="text-align: right;">6</p>	<p>PR.5-PS1-1: Centers Matter/Interactions (PR) Introduction to Matter Solids, Liquids, & Gasses</p> <p style="text-align: right;">7</p>	<p>PR.5-PS1-1: Centers Matter/Interactions (PR) Introduction to Matter Solids, Liquids, & Gasses</p> <p style="text-align: right;">8</p>	<p>PR.5-PS1-2: Whole Class Matter & Its Interactions (PR) Introduction to Chemical and Physical Properties</p> <p style="text-align: right;">9</p>	<p>PR.5-PS1-2: Centers Matter & Its Interactions (PR) Introduction to Chemical and Physical Properties</p> <p style="text-align: right;">10</p>
<p>5-PS1-2: Whole Class Matter (1.A.1/2) (2.A/B/C/D) Measure/Graph Weight of Substances Before/After Heating & Calculate Differences Describe Property Changes</p> <p style="text-align: right;">11</p>	<p>5-PS1-2: Whole Class/Lab Matter (1.A.1/2) (2.A/B/C/D) Measure/Graph Weight of Substances Before/After Heating & Calculate Differences Describe Property Changes</p> <p style="text-align: right;">12</p>	<p>5-PS1-2: Centers Matter (1.A.1/2) (2.A/B/C/D) Measure/Graph Weight of Substances Before/After Heating & Calculate Differences Describe Property Changes</p> <p style="text-align: right;">13</p>	<p>5-PS1-3: Whole Class Matter (1.A.B) Observable/Measurable Properties of Materials Using Investigation Practices (Identify Phenomenon)</p> <p style="text-align: right;">14</p>	<p>5-PS1-3: Whole Class/Lab Matter (1.A.B) (2.A.1/B) Observable/Measurable Properties of Materials Using Investigation Practices (Identify Evidence/Set Purpose)</p> <p style="text-align: right;">15</p>
<p>5-PS1-3: Whole Class/Lab (1.A.B) (2.A.1/B) (3.A/1-3.B) Observable/Measurable Properties of Materials Using Investigation Practices (Plan the Investigation)</p> <p style="text-align: right;">16</p>	<p>5-PS1-3: Whole Class/Lab (1.A.B) (2.A.1/B) (3.A/1-3.B) (4.A) Observable/Measurable Properties of Materials Using Investigation Practices (Collect the Data)</p> <p style="text-align: right;">17</p>	<p>PR.5-PS1-4: Whole Class Matter & Its Interactions (PR) Introduction to Chemical and Physical Changes</p> <p style="text-align: right;">18</p>	<p>PR.5-PS1-4: Centers Matter & Its Interactions (PR) Introduction to Chemical and Physical Changes</p> <p style="text-align: right;">19</p>	<p>PR.5-PS1-4: Whole Class Matter (1.A/B) Investigation with Quantitive & Qualitative Properties by Mixing 2+ Substances and Examine Resulting Substance (Identify Phenomenon)</p> <p style="text-align: right;">20</p>
<p>PR.5-PS1-4: Whole Class/Lab Matter (1.A/B)(2.A.1/2/B) Investigation with Quantitive & Qualitative Properties by Mixing 2+ Substances and Examine Resulting Substance (Set Purpose for Investigation)</p> <p style="text-align: right;">21</p>	<p>PR.5-PS1-4: Whole Class/Lab (1.A/B)(2.A.1/2/B)(3.A.1/2/3/4) Investigation with Quantitive & Qualitative Properties by Mixing 2+ Substances and Examine Resulting Substance (Plan the Investigation)</p> <p style="text-align: right;">22</p>	<p>PR.5-PS1-4: Whole Class/Lab (1.A/B)(2.A.1/2/B)(3.A.1/2/3/4) (4.A) Investigation with Quantitive & Qualitative Properties by Mixing 2+ Substances and Examine Resulting Substance (Collect the Data)</p> <p style="text-align: right;">23</p>	<p>Review for Structure & Properties of Matter Test</p> <p style="text-align: right;">24</p>	<p>Structure & Properties of Matter Test</p> <p style="text-align: right;">25</p>
 <p style="text-align: right;">26</p>	<p>PR.5-PS2-1: Whole Class Force & Motion Introduction to Force and Motion</p> <p style="text-align: right;">27</p>	<p>PR.5-PS2-1: Centers Force & Motion Introduction to Force and Motion</p> <p style="text-align: right;">28</p>	<p>5-PS2-1: Whole Class Force & Motion (1.A) Gravitational Force Exerted by Earth on Objects is Directed Down (Supported Claim)</p> <p style="text-align: right;">29</p>	<p>5-PS2-1: Whole Class/Lab (1.A)(2.A.1/2/3)(3.A/B) Gravitational Force Exerted by Earth on Objects is Directed Down (Identify Evidence/Eval.)</p> <p style="text-align: right;">30</p>

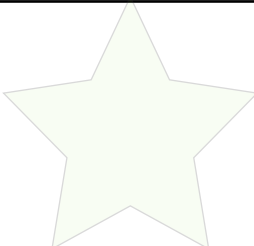
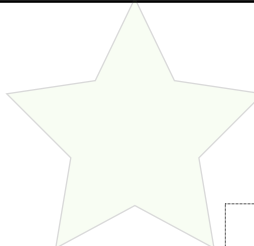
SCIENCE - LONG RANGE PLANNING - 2ND 6 WEEKS

RED# DAY OF THE YEAR, STAR=BUILT IN EXTRA DAY, PR=PRE REQUISITE

<p>5-PS2-1: Whole Class/Lab (2.A/1-3)(3.A/B)(4.A/1-2) Gravitational Force Exerted by Earth on Objects is Directed Down (Reasoning & Synthesis) 31</p>	<p>5-PS2-1: Centers (1.A)(2.A/1-3)(3.A/B)(4.A/1-2) Support an Argument that the Gravitational Force Exerted by Earth on Objects is Directed Down 32</p>	<p>Review for Force and Motion Test 33</p>	<p>Force and Motion Test 34</p>	 35
<p>PR.5-PS3-1: Whole Class Energy (PR) General Introduction Relationships in Ecosystems & Photosynthesis 36</p>	<p>PR.5-PS3-1: Centers Energy (PR) General Introduction Relationships in Ecosystems & Photosynthesis 37</p>	<p>5-PS3-1: Whole Class (1.A/1/2/3/4)(2.A/1/2/3)(3.A/1/2) Relationship b/w Food an Energy Materials that Animals Require for Bodily Functions with Origins from the Sun 38</p>	<p>5-PS3-1: Centers (1.A/1/2/3/4)(2.A/1/2/3)(3.A/1/2) Relationship b/w Food an Energy Materials that Animals Require for Bodily Functions with Origins from the Sun 39</p>	<p>5-LS2-1: Whole Class (1.A/1-5)(2.A.1/2/3/4) (3.A.1/2/3/4) Model to Describe the Movement of Matter, Plants, & Animals in their Environment (Food Chains/Webs) 40</p>
<p>5-LS2-1: Centers (1.A/1-5)(2.A.1/2/3/4) (3.A.1/2/3/4) Model to Describe the Movement of Matter, Plants, & Animals in their Environment (Food Chains/Webs) 41</p>	<p>5-LS2-1: Centers (1.A/1-5)(2.A.1/2/3/4) (3.A.1/2/3/4) Model to Describe the Movement of Matter, Plants, & Animals in their Environment (Food Chains/Webs) 42</p>	<p>5-LS1-1: Whole Class (1.A)(2.A/1-4)(3.A/1/2)(4.A/1-5) In-depth Photosynthesis Investigate Plant Growth Overtime Under Varying Circumstances 43</p>	<p>5-LS1-1: Whole Class/Lab Energy(1.A)(2.A/1-4) In-depth Photosynthesis Investigate Plant Growth Overtime Under Varying Circumstances (Claims/Identify Evidence) 44</p>	<p>5-LS1-1: Whole Class/Lab Energy (3.A/1/2) In-depth Photosynthesis Investigate Plant Growth Overtime Under Varying Circumstances (Evaluating & Critiquing) 45</p>
<p>5-LS1-1: Whole Class/Lab Energy (4.A/1-5) In-depth Photosynthesis Investigate Plant Growth Overtime Under Varying Circumstances (Reasoning & Synthesis) 46</p>	<p>5-LS1-1: Centers (1.A)(2.A/1-4)(3.A/1/2)(4.A/1-5) In-depth Photosynthesis Investigate Plant Growth Overtime Under Varying Circumstances 47</p>	<p>Review for Matter & Energy in Organisms & Ecosystems Test 48</p>	<p>Matter & Energy in Organisms & Ecosystems Test 49</p>	 50
<p>PR.5-ESS1-1/2: Whole Class Earth's Place (PR.) Introduction to the Solar System & Earth's Place in the Solar System 51</p>	<p>PR.5-ESS1-1/2: W/Centers Earth's Place (PR.) Introduction to the Solar System & Earth's Place in the Solar System 52</p>	<p>PR.5-ESS1-1/2: Centers Earth's Place (PR.) Introduction to the Solar System & Earth's Place in the Solar System 53</p>	<p>5-ESS1-1: Whole Class Earth's Place (1.A) Apparent Brightness of Sun and Stars is Due to Distance from Earth (Support Claims) 54</p>	<p>5-ESS1-1: Whole Class Earth's Place (2.A/1-4) Sun & Stars Natural Bodies that give off their Own Light Apparent Brightness/Relative Distance (Scientific Evidence) 55</p>
<p>5-ESS1-1: Whole Class/Lab Earth's Place (2.A/1-4) Sun & Stars Natural Bodies that give off their Own Light Apparent Brightness/Relative Distance (Scientific Evidence) 56</p>	<p>5-ESS1-1: Whole Class/Lab Earth's Place (3.A/B) Relationship b/w Apparent Size and Apparent Brightness of Sun/Stars based on Relative Distance (Evaluating/ Critiquing) 57</p>	<p>5-ESS1-1: Whole Class/Lab Earth's Place (4.A.1-7) Relationship b/w Apparent Size and Apparent Brightness of Sun/Stars based on Relative Distance (Reasoning/ Synthesis) 58</p>	<p>5-ESS1-2: Whole Class Earth's Place (1.A/1-3) Daily & Seasonal Changes Caused by Earth's Rotations & Orbit Around the Sun Including Absence/Presence of Stars Visible in the Night Sky 59</p>	<p>5-ESS1-2: Centers Earth's Place (1.A/1-3) Daily & Seasonal Changes Caused by Earth's Rotations & Orbit Around the Sun Including Absence/Presence of Stars Visible in the Night Sky 60</p>

SCIENCE - LONG RANGE PLANNING - 3RD 6 WEEKS

RED# DAY OF THE YEAR, STAR=BUILT IN EXTRA DAY, PR=PRE REQUISITE

<p>5-ESS1-2: Whole Class Earth's Place (2.A/1-3) (2.B/1) Motion of the Sun Results in Patterns Throughout a Day as the Earth Rotates on its Axis and a Year as Earth Orbits the Sun</p> <p>61</p>	<p>5-ESS1-2: Centers Earth's Place (2.A/1-3) (2.B/1) Motion of the Sun Results in Patterns Throughout a Day as the Earth Rotates on its Axis and a Year as Earth Orbits the Sun</p> <p>62</p>	<p>Review for Earth's Place in the Universe Test</p> <p>63</p>	<p>Earth's Place in the Universe Test</p> <p>64</p>	 <p>65</p>
<p>5-ESS2-1: Whole Class Earth's Systems (1.A/1/2/3/4) Geosphere Features & Affects On Earth's Systems</p> <p>66</p>	<p>5-ESS2-1: Centers Earth's Systems (1.A/1/2/3/4) Geosphere Features & Affects On Earth's Systems</p> <p>67</p>	<p>5-ESS2-1: Whole Class Earth's Systems (1.A/1/2/3/4) Biosphere Features & Affects On Earth's Systems</p> <p>68</p>	<p>5-ESS2-1: Centers Earth's Systems (1.A/1/2/3/4) Biosphere Features & Affects On Earth's Systems</p> <p>69</p>	<p>5-ESS2-1: Whole Class Earth's Systems (1.A/1/2/3/4) Hydrosphere Features & Affects On Earth's Systems</p> <p>70</p>
<p>5-ESS2-1: Centers Earth's Systems (1.A/1/2/3/4) Hydrosphere Features & Affects On Earth's Systems</p> <p>71</p>	<p>5-ESS2-1: Whole Class Earth's Systems (1.A/1/2/3/4) Atmosphere Features & Affects On Earth's Systems</p> <p>72</p>	<p>5-ESS2-1: Centers Earth's Systems (1.A/1/2/3/4) Atmosphere Features & Affects On Earth's Systems</p> <p>73</p>	<p>5-ESS2-1: Whole Class Earth's Systems (2.A)(3.A/1/2) Geosphere, Biosphere, Hydrosphere & Atmosphere Interactions & Features that Affect Earth's Systems</p> <p>74</p>	<p>5-ESS2-1: Centers Earth's Systems (2.A)(3.A/1/2) Geosphere, Biosphere, Hydrosphere & Atmosphere Interactions & Features that Affect Earth's Systems</p> <p>75</p>
<p>5-ESS2-1: Centers Earth's Systems (2.A)(3.A/1/2) Geosphere, Biosphere, Hydrosphere & Atmosphere Interactions & Features that Affect Earth's Systems</p> <p>76</p>	<p>5-ESS2-2: Whole Class Earth's Systems (1.A/1-6)(2.A/1-3) Graph Salt Water & Fresh Water Reservoirs Amounts</p> <p>77</p>	<p>5-ESS2-2: Centers Earth's Systems (1.A/1-6)(2.A/1-3) Graph Salt Water & Fresh Water Reservoirs Amounts</p> <p>78</p>	<p>5-ESS2-2: Centers Earth's Systems (1.A/1-6)(2.A/1-3) Graph Salt Water & Fresh Water Reservoirs Amounts</p> <p>79</p>	<p>5-ESS3-1: Whole Class Earth & Human Activity (1.A/1/2) Human Impacts on Earth's Resources & Environment</p> <p>80</p>
<p>5-ESS3-1: Centers Earth & Human Activity (1.A/1/2) Human Impacts on Earth's Resources & Environment</p> <p>81</p>	<p>5-ESS3-1: Whole Class Earth & Human Activity (2.A/1/2) Combine Evidence from Sources Siting Evidence about Positive & Negative Effects of Human Activities & how Communities Vary</p> <p>82</p>	<p>5-ESS3-1: Centers Earth & Human Activity (2.A/1/2) Combine Evidence from Sources Siting Evidence about Positive & Negative Effects of Human Activities & how Communities Vary</p> <p>83</p>	<p>Review for Earth's Systems Test</p> <p>84</p>	<p>Earth's Systems Test</p> <p>85</p>
 <p>86</p>	 <p>87</p>	 <p>88</p>	 <p>89</p>	 <p>90</p>

SCIENCE - LONG RANGE PLANNING - 4TH 6 WEEKS

RED# DAY OF THE YEAR, STAR=BUILT IN EXTRA DAY, PR=PRE REQUISITE

<p>3-5-ETS1-1: Guided Lab Engineering Design (1.A/B/C) Define a simple problem reflecting a need/want with criteria for success/ constraints/materials/time/ cost. (Identify Problem)</p> <p>91</p>	<p>3-5-ETS1-1: Guided Lab Engineering Design (2.A) Define a simple problem reflecting a need/want with criteria for success/ constraints/materials/time/ cost. (Defining Boundaries)</p> <p>92</p>	<p>3-5-ETS1-1: Guided Lab Engineering Design (3.A/B.1-3) Define a simple problem reflecting a need/want with criteria for success/ constraints/materials/time/ cost. (Defining Criteria/Constraints)</p> <p>93</p>	<p>3-5-ETS1-1: Student Projects Engineering Design (1.A/B/C) Define a simple problem reflecting a need/want with criteria for success/ constraints/materials/time/ cost. (Identify Problem)</p> <p>94</p>	<p>3-5-ETS1-1: Student Projects Engineering Design (1.A/B/C) Define a simple problem reflecting a need/want with criteria for success/ constraints/materials/time/ cost. (Identify Problem)</p> <p>95</p>
<p>3-5-ETS1-1: Student Projects Engineering Design (2.A) Define a simple problem reflecting a need/want with criteria for success/ constraints/materials/time/ cost. (Defining Boundaries)</p> <p>96</p>	<p>3-5-ETS1-1: Student Projects Engineering Design (2.A) Define a simple problem reflecting a need/want with criteria for success/ constraints/materials/time/ cost. (Defining Boundaries)</p> <p>97</p>	<p>3-5-ETS1-1: Student Projects Engineering Design (3.A/B.1-3) Define a simple problem reflecting a need/want with criteria for success/ constraints/materials/time/ cost. (Defining Criteria/Constraints)</p> <p>98</p>	<p>3-5-ETS1-1: Student Projects Engineering Design (3.A/B.1-3) Define a simple problem reflecting a need/want with criteria for success/ constraints/materials/time/ cost. (Defining Criteria/Constraints)</p> <p>99</p>	 <p>100</p>
<p>3-5-ETS1-2: Guided Lab Engineering Design (1.A) Generate/Compare Multiple possible Solutions to a Problem. (Research)</p> <p>101</p>	<p>3-5-ETS1-2: Guided Lab Engineering Design (1.B) Generate/Compare Multiple possible Solutions to a Problem. (Generate Solutions)</p> <p>102</p>	<p>3-5-ETS1-2: Guided Lab Engineering Design (1.C.) Generate/Compare Multiple possible Solutions to a Problem (Specify how Solution Solves Problem)</p> <p>103</p>	<p>3-5-ETS1-2: Guided Lab Engineering Design (1.D) Generate/Compare Multiple possible Solutions to a Problem (Share Ideas/Findings/ Possible Solutions)</p> <p>104</p>	<p>3-5-ETS1-2: Guided Lab Engineering Design (1.E) Generate/Compare Multiple possible Solutions to a Problem (Describe Steps/ Necessities for Designing Solution)</p> <p>105</p>
<p>3-5-ETS1-2: Guided Lab Engineering Design (2.A/1-2) Generate/Compare Multiple possible Solutions to a Problem (Criteria/Constraints)</p> <p>106</p>	<p>3-5-ETS1-2: Guided Lab Engineering Design (3.A/B) Generate/Compare Multiple possible Solutions to a Problem (Evaluating Potential Solutions)</p> <p>107</p>	<p>3-5-ETS1-2: Student Projects Engineering Design (1.A) Generate/Compare Multiple possible Solutions to a Problem. (Research)</p> <p>108</p>	<p>3-5-ETS1-2: Student Projects Engineering Design (1.B) Generate/Compare Multiple possible Solutions to a Problem. (Generate Solutions)</p> <p>109</p>	<p>3-5-ETS1-2: Student Projects Engineering Design (1.C.) Generate/Compare Multiple possible Solutions to a Problem (Specify how Solution Solves Problem)</p> <p>110</p>
<p>3-5-ETS1-2: Student Projects Engineering Design (1.D) Generate/Compare Multiple possible Solutions to a Problem (Share Ideas/Findings/ Possible Solutions)</p> <p>111</p>	<p>3-5-ETS1-2: Student Projects Engineering Design (1.E) Generate/Compare Multiple possible Solutions to a Problem (Describe Steps/ Necessities for Designing Solution)</p> <p>112</p>	<p>3-5-ETS1-2: Student Projects Engineering Design (2.A/1-2) Generate/Compare Multiple possible Solutions to a Problem (Criteria/Constraints)</p> <p>113</p>	<p>3-5-ETS1-2: Student Projects Engineering Design (3.A/B) Generate/Compare Multiple possible Solutions to a Problem (Evaluating Potential Solutions)</p> <p>114</p>	 <p>115</p>
<p>3-5-ETS1-3: Guided Lab Engineering Design (1.A) Plan/Carry Out Fair Tests w/ Controlled Variables to Identify Improvements to a Model (Purpose for Investigation)</p> <p>116</p>	<p>3-5-ETS1-3: Guided Lab Engineering Design (2.A.1-3) (2.B) Plan/Carry Out Fair Tests w/ Controlled Variables to Identify Improvements to a Model (Identify Evidence)</p> <p>117</p>	<p>3-5-ETS1-3: Guided Lab Engineering Design (2.A.1-3) (2.B) Plan/Carry Out Fair Tests w/ Controlled Variables to Identify Improvements to a Model (Research)</p> <p>118</p>	<p>3-5-ETS1-3: Guided Lab Engineering Design (3.A.1-5) Plan/Carry Out Fair Tests w/ Controlled Variables to Identify Improvements to a Model (Plan for Investigation)</p> <p>119</p>	<p>3-5-ETS1-3: Guided Lab Engineering Design (4.A) Plan/Carry Out Fair Tests w/ Controlled Variables to Identify Improvements to a Model (Collecting the Data)</p> <p>120</p>

SCIENCE - LONG RANGE PLANNING - 5TH 6 WEEKS

RED# DAY OF THE YEAR, STAR=BUILT IN EXTRA DAY, PR=PRE REQUISITE



<p>3-5-ETS1-3: Guided Lab Engineering Design Plan/Carry Out Fair Tests w/ Controlled Variables to Identify Improvements to a Model (Drawing Conclusions)</p> <p style="text-align: right;">121</p>	 <p style="text-align: right;">122</p>	<p>3-5-ETS1-3: Student Projects Engineering Design (1.A) Plan/Carry Out Fair Tests w/ Controlled Variables to Identify Improvements to a Model (Purpose for Investigation/ Research)</p> <p style="text-align: right;">123</p>	<p>3-5-ETS1-3: Student Projects Engineering Design (1.A) Plan/Carry Out Fair Tests w/ Controlled Variables to Identify Improvements to a Model (Purpose for Investigation/ Research)</p> <p style="text-align: right;">124</p>	<p>3-5-ETS1-3: Student Projects Engineering Design (1.A) Plan/Carry Out Fair Tests w/ Controlled Variables to Identify Improvements to a Model (Purpose for Investigation/ Research)</p> <p style="text-align: right;">125</p>
<p>3-5-ETS1-3: Student Projects Engineering Design (1.A) Plan/Carry Out Fair Tests w/ Controlled Variables to Identify Improvements to a Model (Purpose for Investigation/ Research)</p> <p style="text-align: right;">126</p>	<p>3-5-ETS1-3: Student Projects Engineering Design (2.A.1-3) (2.B) Plan/Carry Out Fair Tests w/ Controlled Variables to Identify Improvements to a Model (Identify Evidence/Research)</p> <p style="text-align: right;">127</p>	<p>3-5-ETS1-3: Student Projects Engineering Design (2.A.1-3) (2.B) Plan/Carry Out Fair Tests w/ Controlled Variables to Identify Improvements to a Model (Identify Evidence/Research)</p> <p style="text-align: right;">128</p>	<p>3-5-ETS1-3: Student Projects Engineering Design (2.A.1-3) (2.B) Plan/Carry Out Fair Tests w/ Controlled Variables to Identify Improvements to a Model (Identify Evidence/Research)</p> <p style="text-align: right;">129</p>	<p>3-5-ETS1-3: Student Projects Engineering Design (2.A.1-3) (2.B) Plan/Carry Out Fair Tests w/ Controlled Variables to Identify Improvements to a Model (Identify Evidence/Research)</p> <p style="text-align: right;">130</p>
<p>3-5-ETS1-3: Student Projects Engineering Design (3.A.1-5) Plan/Carry Out Fair Tests w/ Controlled Variables to Identify Improvements to a Model (Plan for Investigation)</p> <p style="text-align: right;">131</p>	<p>3-5-ETS1-3: Student Projects Engineering Design (3.A.1-5) Plan/Carry Out Fair Tests w/ Controlled Variables to Identify Improvements to a Model (Plan for Investigation)</p> <p style="text-align: right;">132</p>	<p>3-5-ETS1-3: Student Projects Engineering Design (3.A.1-5) Plan/Carry Out Fair Tests w/ Controlled Variables to Identify Improvements to a Model (Plan for Investigation)</p> <p style="text-align: right;">133</p>	<p>3-5-ETS1-3: Student Projects Engineering Design (3.A.1-5) Plan/Carry Out Fair Tests w/ Controlled Variables to Identify Improvements to a Model (Plan for Investigation)</p> <p style="text-align: right;">134</p>	<p>3-5-ETS1-3: Student Projects Engineering Design (3.A.1-5) Plan/Carry Out Fair Tests w/ Controlled Variables to Identify Improvements to a Model (Plan for Investigation)</p> <p style="text-align: right;">135</p>
<p>3-5-ETS1-3: Student Projects Engineering Design (4.A) Plan/Carry Out Fair Tests w/ Controlled Variables to Identify Improvements to a Model (Collecting the Data)</p> <p style="text-align: right;">136</p>	<p>3-5-ETS1-3: Student Projects Engineering Design (4.A) Plan/Carry Out Fair Tests w/ Controlled Variables to Identify Improvements to a Model (Collecting the Data)</p> <p style="text-align: right;">137</p>	<p>3-5-ETS1-3: Student Projects Engineering Design (4.A) Plan/Carry Out Fair Tests w/ Controlled Variables to Identify Improvements to a Model (Collecting the Data)</p> <p style="text-align: right;">138</p>	<p>3-5-ETS1-3: Student Projects Engineering Design (4.A) Plan/Carry Out Fair Tests w/ Controlled Variables to Identify Improvements to a Model (Collecting the Data)</p> <p style="text-align: right;">139</p>	<p>3-5-ETS1-3: Student Projects Engineering Design (4.A) Plan/Carry Out Fair Tests w/ Controlled Variables to Identify Improvements to a Model (Collecting the Data)</p> <p style="text-align: right;">140</p>
<p>3-5-ETS1-3: Guided Lab Engineering Design Plan/Carry Out Fair Tests w/ Controlled Variables to Identify Improvements to a Model (Drawing Conclusions)</p> <p style="text-align: right;">141</p>	<p>3-5-ETS1-3: Guided Lab Engineering Design Plan/Carry Out Fair Tests w/ Controlled Variables to Identify Improvements to a Model (Drawing Conclusions)</p> <p style="text-align: right;">142</p>	<p>3-5-ETS1-3: Guided Lab Engineering Design Plan/Carry Out Fair Tests w/ Controlled Variables to Identify Improvements to a Model (Finalizing Projects/Reports)</p> <p style="text-align: right;">143</p>	<p>3-5-ETS1-3: Guided Lab Engineering Design Plan/Carry Out Fair Tests w/ Controlled Variables to Identify Improvements to a Model (Finalizing Projects/Reports)</p> <p style="text-align: right;">144</p>	<p>3-5-ETS1-3: Guided Lab Engineering Design Plan/Carry Out Fair Tests w/ Controlled Variables to Identify Improvements to a Model (Finalizing Projects/Reports)</p> <p style="text-align: right;">145</p>
<p>3-5-ETS1-3: Guided Lab Engineering Design Plan/Carry Out Fair Tests w/ Controlled Variables to Identify Improvements to a Model (Presenting Projects)</p> <p style="text-align: right;">146</p>	<p>3-5-ETS1-3: Guided Lab Engineering Design Plan/Carry Out Fair Tests w/ Controlled Variables to Identify Improvements to a Model (Presenting Projects)</p> <p style="text-align: right;">147</p>	<p>3-5-ETS1-3: Guided Lab Engineering Design Plan/Carry Out Fair Tests w/ Controlled Variables to Identify Improvements to a Model (Presenting Projects)</p> <p style="text-align: right;">148</p>	<p>3-5-ETS1-3: Guided Lab Engineering Design Plan/Carry Out Fair Tests w/ Controlled Variables to Identify Improvements to a Model (Presenting Projects)</p> <p style="text-align: right;">149</p>	 <p style="text-align: right;">150</p>

