

# Units at a Glance

	Unit Title	Unit Issue	Assessed PEs
Earth Science	<b>Earth's Resources</b> (4-6 weeks)	How is a growing human population affecting the use and availability of natural resources?	ESS1-4, ESS3-1, ESS3-4
	<b>Geological Processes</b> (6-7 weeks)	What geological processes need to be considered when evaluating a site for long-term storage of nuclear waste?	ESS2-1, ESS2-2, ESS2-3, ESS3-1, ESS3-2
	<b>Land, Water, and Human Interactions</b> (5-7 weeks)	How do natural geological processes and human behavior impact our decisions around new construction?	ESS2-2, ESS2-4, ESS3-3, ETS1-1, ETS1-2
	<b>Solar System and Beyond</b> (4-7 weeks)	What kind of future space missions should we fund and conduct?	ESS1-1, ESS1-2, ESS1-3
	<b>Weather and Climate</b> (5-7 weeks)	Is there a connection between population growth and changes in local weather, atmosphere, and water availability?	ESS2-5, ESS2-6, ESS3-5, ETS1-3, ETS1-4
Life Science	<b>Biomedical Engineering</b> (5-6 weeks)	How can science and engineering be used to improve the lives of those living with medical conditions?	ETS1-1, ETS1-2, ETS1-3, ETS1-4
	<b>Body Systems</b> (5-6 weeks)	How do we know if a medicine is safe and effective?	LS1-3, LS1-8
	<b>Ecology</b> (6-7 weeks)	What are the environmental impacts of introduced species, and what can be done about them?	LS2-1, LS2-2, LS2-3, LS2-4, LS2-5
	<b>From Cells to Organisms</b> (5-7 weeks)	How should we prevent the spread of an infectious disease?	LS1-1, LS1-2, LS1-6, LS1-7
	<b>Evolution</b> (4-7 weeks)	How are people affected by and affecting evolution?	LS3-1, LS4-1, LS4-2, LS4-3, LS4-4, LS4-5, LS4-6
	<b>Reproduction</b> (5-7 weeks)	What are the ethical issues involved in using genetic information to make health-related decisions?	LS1-4, LS1-5, LS3-1, LS3-2
Physical Science	<b>Chemistry of Materials</b> (5-6 weeks)	What are the environmental impacts of producing, using, and disposing of materials?	PS1-1, PS1-3, PS1-4
	<b>Chemical Reactions</b> (4-5 weeks)	How do people use chemical reactions to solve problems like waste disposal?	PS1-2, PS1-5, PS1-6
	<b>Energy</b> (5-7 weeks)	How can people manipulate energy transfer and transformation to use energy more efficiently?	PS3-3, PS3-4, PS3-5, ETS1-4
	<b>Force and Motion</b> (5-7 weeks)	How can we reduce the risk of motor vehicle accidents?	PS2-1, PS2-2, PS3-1, ETS1-1
	<b>Fields and Interactions</b> (4-6 weeks)	How do the characteristics of fields help us design solutions for transport?	PS2-3, PS2-4, PS2-5, PS3-2, ETS1-1, ETS1-2, ETS1-3, ETS1-4
	<b>Waves</b> (4-5 weeks)	How are waves both helpful and harmful?	PS4-1, PS4-2, PS4-3

## Unit structure

Each unit in *Issues and Science* is designed with a similar structure to help students quickly gain independence as they learn what to expect next and where to find important information.

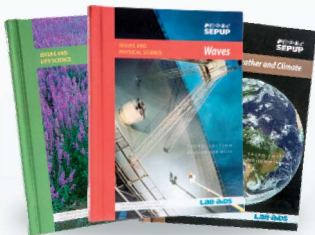
**Scan to learn more about each of the 17 units, including:**

- Phenomena (anchoring and investigative) and Storyline documents
- NGSS and Common Core connections and correlations
- Unit overview and summary tables
- Learning Pathways to visualize the progression towards each Performance Expectation



## Material options

Lab-Aids science programs include organized, high-quality equipment with each unit, along with options for print and digital instructional materials.



Student and Teacher Editions in print and digital options.



Everything needed for instruction, including labs, card sorts, modeling, and projects.



A robust digital platform with core and ancillary support, including LABsent.