



INSPIRE CALIFORNIA SCIENCE

GRADE- 5

CURRICULUM PACING GUIDE

Getting Started

- This pacing guide was designed to support teachers and parent educators in the implementation of the “Inspire California Science” curriculum from McGraw-Hill.
- Students will need the McGraw-Hill Consumable text and a student login for online materials such as videos, investigations and assessments. Website <https://my.mheducation.com/login> Username: Student first name and ID number (i.e. Stella95834) Password: Sutterpeak1
- Module assessments can be printed or assigned to take online. These are helpful to check for understanding and monitor student progress through the curriculum. Please discuss with your teacher if you would like your child to take the assessments and if you would like them assigned to take online or emailed to you as a pdf to print.
- This curriculum is available in hard copy or online. The online program includes accessibility options for students, including a read aloud feature for the textbook. This feature is indicated with a speaker icon in the top corner of the online curriculum. The online student text can be accessed by clicking on “Browse Your Course” on the Dashboard under “Where Do you want to go?” and then clicking on “Program Resources: Course Materials”. You can then choose which Unit you want to access.
- The textbook will indicate when you should access online materials (videos, additional activities, etc.). You can access them by logging in, click on “Browse Your Course”, click on the Module and/or Lesson and then “Launch Presentation”. You can scroll through the resources to find the one you want by clicking on “next resource” at the bottom.

Inspire California Science Unit One: Weeks 1-6

Week #	Lessons	Unit Focus
<p>1 & 2</p> <p>Module Opener: Matter</p> <p>Lesson One: Identify Properties of Materials</p> <p>Essential Question: What are the properties of matter?</p>	<p><input type="checkbox"/> Pages 2-4</p> <p><input type="checkbox"/> Pages 5-18 & 65</p>	<p>5-PS1-1 Develop a model to describe that matter is made of particles too small to be seen.</p> <p>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.</p>
<p>3</p> <p>Lesson Two: Mixtures and Solutions</p> <p>Essential Question: What happens when different materials are mixed together?</p>	<p><input type="checkbox"/> Pages 19-32 & 66</p>	<p>5-PS1-3 Make observations and measurements to identify materials based on their properties.</p>
<p>4</p> <p>Lesson Three: Physical and Chemical Changes</p> <p>Essential Question: How does matter change when it interacts with other matter?</p>	<p><input type="checkbox"/> Pages 33-48 & 66</p>	<p>5-PS1-4 Conduct an investigation to determine whether the mixing of two or more substances results in new substances.</p>
<p>5</p> <p>Lesson Four: Solids, Liquids, and Gases</p> <p>Essential Question: What are the differences between solids, liquids, and gasses?</p>	<p><input type="checkbox"/> Pages 49-64 & 67</p>	
<p>6</p> <p>STEM Module Project and Wrap-Up</p> <p>Unit 2 Module One Opener: Matter in Ecosystems</p>	<p><input type="checkbox"/> Pages 68-71</p> <p><input type="checkbox"/> Pages 2-4</p>	

Inspire California Science Unit Two: Weeks 7-15

Week #	Lessons	Unit Focus
<p>7</p> <p>Lesson One: Plant Survival</p> <p>Essential Question: What do plants need to survive?</p>	<p><input type="checkbox"/> Pages 5-18 & 51</p>	<p>5-LS1-1 Support an argument that plants get the materials they need for growth chiefly from air and water.</p>
<p>8 & 9</p> <p>Lesson Two: Interactions of Living Things</p> <p>Essential Question: How do living things interact with one another?</p>	<p><input type="checkbox"/> Pages 19-36 & 52</p>	<p>5-LS2-1 Develop a model to describe the movement of matter among plants, animals, decomposers, and the environment.</p>
<p>10</p> <p>Lesson Three: Role of Decomposers</p> <p>Essential Question: What is the role of decomposers in an ecosystem?</p>	<p><input type="checkbox"/> Pages 37-50 & 52</p>	
<p>11</p> <p>STEM Module Project and Wrap-Up</p> <p>Module Two Opener: Energy in Ecosystems</p>	<p><input type="checkbox"/> Pages 53-57</p> <p><input type="checkbox"/> Pages 58-60</p>	
<p>12</p> <p>Lesson One: Earth’s Major Systems</p> <p>Essential Question: What are Earth’s major systems?</p>	<p><input type="checkbox"/> Pages 61-74 & 107</p>	<p>5-ESS2-1 Develop a model using an example to describe ways in which the geosphere, biosphere, hydrosphere, and/or atmosphere interact.</p>
<p>13</p> <p>Lesson Two: Cycles of Matter in Ecosystems</p> <p>Essential Question: How does matter cycle in ecosystems?</p>	<p><input type="checkbox"/> Pages 75-90 & 108</p>	<p>5-LS2-1 Develop a model to describe the movement of matter among plants, animals, decomposers, and the environment.</p> <p>5-PS3-1 use models to describe that energy in animals’ food (used for body</p>

<p>14</p> <p>Lesson Three: Energy Transfer in Ecosystems</p> <p>Essential Question: How is energy transferred in ecosystems?</p>	<p><input type="checkbox"/> Pages 91-106 & 108</p>	<p>repair, growth, motion, and to maintain body warmth) was once energy from the Sun.</p>
<p>15</p> <p>STEM Module Project and Wrap-Up</p> <p>Unit 3 Module One Opener: Earth’s Water System</p>	<p><input type="checkbox"/> Pages 109-113</p> <p><input type="checkbox"/> Pages 2-4</p>	
<p><i>Inspire California Science Unit Three: Weeks 16-25</i></p>		
<p>16</p> <p>Lesson One: Water Distribution on Earth</p> <p>Essential Question: What types of water features are on Earth’s surface?</p>	<p><input type="checkbox"/> Pages 5-20 & 53</p>	<p>5-ESS2-1 Develop a model using an example to describe ways the geosphere, biosphere, hydrosphere, and/or atmosphere interact.</p>
<p>17</p> <p>Lesson Two: Human Impact on Water Resources</p> <p>Essential Question: How do humans impact Earth’s water?</p>	<p><input type="checkbox"/> Pages 21-36 & 54</p>	<p>5-ESS2-2 Describe and graph the amounts and percentages of salt and water and fresh water in various reservoirs to provide evidence about the distribution of water on Earth.</p>
<p>18</p> <p>Lesson Three: Effects of the Hydrosphere</p> <p>Essential Question: How does the hydrosphere interact with Earth’s other systems?</p>	<p><input type="checkbox"/> Pages 37-52 & 54</p>	<p>5-ESS3-1 Obtain and combine information about ways individual communities use science ideas to protect the Earth’s resources and environment.</p>
<p>19</p> <p>STEM Module Project and Wrap-Up</p> <p>Module Two Opener: Earth’s Other Systems</p>	<p><input type="checkbox"/> Pages 55-59</p> <p><input type="checkbox"/> Pages 60-62</p>	

<p>20 & 21 Lesson One: Effects of the Geosphere Essential Question: How does the geosphere interact with other systems?</p>	<p><input type="checkbox"/> Pages 63-82 & 115</p>	<p>5-ESS2-1 Develop a model using an example to describe ways the geosphere, biosphere, hydrosphere and/or atmosphere interact.</p> <p>5-ESS3-1 Obtain and combine information about ways individual communities use science ideas to protect the Earth’s resources and environment.</p>
<p>22 & 23 Lesson Two: Effects of the Atmosphere Essential Question: How does the atmosphere interact with other systems?</p>	<p><input type="checkbox"/> Pages 83-100 & 116</p>	
<p>24 Lesson Three: Reduce Earthquake Damage Essential Question: How does the biosphere interact with other systems?</p>	<p><input type="checkbox"/> Page 101-114 & 116</p>	
<p>25 STEM Module Project and Wrap-Up Unit 4 Module One Opener: Earth’s Patterns and Movement</p>	<p><input type="checkbox"/> Pages 117-119</p> <p><input type="checkbox"/> Pages 2-4</p>	
<p><i>Inspire California Science Unit Four: Weeks 26-34</i></p>		
<p>26 & 27 Lesson One: The Role of Gravity Essential Question: What pulls objects down?</p>	<p><input type="checkbox"/> Pages 5-22 & 43</p>	<p>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.</p>
<p>28 & 29 Lesson Two: Earth’s Motion Essential Question: How does Earth move through space?</p>	<p><input type="checkbox"/> Pages 23-42 & 44</p>	<p>5-PS2-1 Support an argument that the gravitational force exerted by Earth on objects is directed down.</p>

<p>30 STEM Module Project and Wrap-Up</p> <p>Module Two Opener: Earth and Space</p>	<p><input type="checkbox"/> Pages 45-47</p> <p><input type="checkbox"/> Pages 48-50</p>	
<p>31 Lesson One: Earth’s Place in Space Essential Question: Where is Earth located in space?</p>	<p><input type="checkbox"/> Pages 51-66 & 85</p>	<p>5-ESS1-1 Support an argument that the apparent brightness of the sun and stars is due to their relative distances from the Earth.</p>
<p>32 & 33 Lesson Two: Stars and Their Patterns Essential Question: What causes some stars to be brighter than others?</p>	<p><input type="checkbox"/> Pages 67-84 & 86</p>	<p>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.</p>
<p>34 STEM Module Project and Wrap-Up</p>	<p><input type="checkbox"/> Pages 87-89</p>	