



INSPIRE CALIFORNIA SCIENCE

GRADE- 6

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 1-12

Week #	Lessons	Unit Focus
<p>1 & 2 Module Opener: Cells and Life</p> <p>Lesson One: Exploring Life Essential Question: What are the characteristics of living things?</p>	<p><input type="checkbox"/> Pages 2-4</p> <p><input type="checkbox"/> Pages 5-28 & 49</p>	<p>MS-LS1-1 Conduct an investigation to provide evidence that living things are made of cells; either one cell or many different numbers and types of cells.</p> <p>MS-LS1-2 Develop and use a model to describe the function of a cell as a whole and ways parts of cells contribute to the function.</p>
<p>3 & 4 Lesson Two: Mixtures and Solutions Essential Question: What happens when different materials are mixed together?</p>	<p><input type="checkbox"/> Pages 29-48 & 50</p>	
<p>5 STEM Module Project and Wrap-Up</p> <p>Module Two Opener: Body Systems</p>	<p><input type="checkbox"/> Pages 51-53</p> <p><input type="checkbox"/> Pages 54-56</p>	
<p>6 Lesson One: Levels of Organization Essential Question: How does the organization of cells support life functions in multicellular organisms?</p>	<p><input type="checkbox"/> Pages 56-74 & 165</p>	<p>MS-LS1-3 Use argument supported by evidence for how the body is a system of interacting subsystems composed of groups of cells.</p> <p>MS-LS1-8 Gather and synthesize information that sensory receptors respond to stimuli by sending messages to the brain for immediate behavior or storage as memories.</p>
<p>7 Lesson Two: Structure and Support Essential Question: How are structure and support provided in multicellular organisms?</p>	<p><input type="checkbox"/> Pages 75-96 & 166</p>	

8 Lesson Three: Obtaining Energy and Removing Waste Essential Question: How do organisms obtain energy and remove waste?	<input type="checkbox"/> Pages 97-114 & 166	
9 Lesson Four: Moving Materials Essential Question: How are materials transported in multicellular organisms?	<input type="checkbox"/> Pages 115-136 & 167	
10 & 11 Lesson Five: Control and Information Processing Essential Question: How do multicellular organisms control life functions and process information?	<input type="checkbox"/> Pages 137- 164 & 167	
12 STEM Module Project and Wrap-Up	<input type="checkbox"/> Pages 168-171	
<i>Inspire California Science Unit Two: Weeks 13-19</i>		
Week #	Lessons	Unit Focus
13 & 14 Module Opener: Cells and Life Lesson One: Inheritance Essential Question: How are traits passed from one generation to the next?	<input type="checkbox"/> Pages 2-4 <input type="checkbox"/> Pages 5-26 & 83-84	MS-LS1-4 Use argument based on empirical evidence and scientific reasoning to support an explanation for how characteristic animal behaviors and specialized plant structures affect the probability of successful reproduction of animals and plants respectively.
15 Lesson Two: Types of Reproduction Essential Question: How do multicellular organisms reproduce?	<input type="checkbox"/> Pages 27-40 & 85	MS-LS1-5 Construct a scientific explanation based on evidence for how environmental and genetic

<p>16 & 17 Lesson Three: Reproduction and Growth of Animals Essential Question: How do genetic and environmental factors affect reproduction and growth in animals?</p>	<p><input type="checkbox"/> Pages 41-64 & 85</p>	<p>factors influence the growth of organisms.</p> <p>MS-LS1-8 Gather and synthesize information that sensory receptors respond to stimuli by sending messages to the brain for immediate behavior or storage as memories.</p>
<p>18 Lesson Four: Reproduction and Growth of Plants Essential Question: How do plants reproduce and grow?</p>	<p><input type="checkbox"/> Pages 65-82 & 86</p>	<p>MS-LS3-2 Develop and use a model to describe why asexual reproduction results in offspring with identical genetic information and sexual reproduction results in offspring with genetic variation.</p>
<p>19 STEM Module Project and Wrap-Up</p>	<p><input type="checkbox"/> Pages 87-89</p>	
<p><i>Inspire California Science Unit Three: Weeks 20-32</i></p>		
<p>20 Module Opener: Energy and Matter Lesson One: Particles in Motion Essential Question: What is temperature and how is it measured?</p>	<p><input type="checkbox"/> Pages 2-4</p> <p><input type="checkbox"/> Pages 5-28 & 91-92</p>	<p>MS-PS3-3 Apply scientific principles to design, construct, and test a device that either minimizes or maximizes thermal energy transfer.</p> <p>MS-PS3-4 Plan an investigation to determine the relationship among the energy transferred, the type of matter, the mass, and the change in the average kinetic energy of the particles as measured by the temperature of the sample.</p>
<p>21 Lesson Two: States of Matter Essential Question: How does energy determine the state of matter?</p>	<p><input type="checkbox"/> Pages 29-52 & 92-93</p>	
<p>22 Lesson Three: Thermal Energy Transfers Essential Question:</p>	<p><input type="checkbox"/> Pages 53-70 & 94</p>	<p>MS-PS3-5 Construct, use, and present arguments to</p>

In which direction does heat flow from one object to another?		support the claim that when the kinetic energy of an object changes, energy is transferred to or from the object.
23 Lesson Four: Thermal Energy Conductivity Essential Question: What properties of materials affect the way energy is transferred?	<input type="checkbox"/> Pages 71-90 & 95	
24 STEM Module Project and Wrap-Up Module Two Opener: The Water Cycle	<input type="checkbox"/> Pages 96-99 <input type="checkbox"/> Pages 100-102	
25 Lesson One: Water in Atmosphere Essential Question: How does water cycle through the atmosphere?	<input type="checkbox"/> Pages 103-120 & 137	MS-ESS2-4 Develop a model to describe the cycling of water through Earth's systems driven by energy from the sun and the force of gravity.
26 Lesson Two: Water on Earth's Surface Essential Question: How does water move through Earth's systems?	<input type="checkbox"/> Pages 121-136 & 137	
27 STEM Module Project and Wrap-Up Module Three Opener: Weather and Climate	<input type="checkbox"/> Pages 138-141 <input type="checkbox"/> Pages 142-144	
28 Lesson One: Solar Energy on Earth Essential Question: How does energy transfer from the Sun to Earth and the atmosphere?	<input type="checkbox"/> Pages 145-168 & 253	MS-ESS2-5 Collect data to provide evidence for how the motions and complex interactions of air masses result in changes in weather conditions.

<p>29</p> <p>Lesson Two: Atmospheric and Oceanic Circulation</p> <p>Essential Question: How can air movement affect water flow?</p>	<p><input type="checkbox"/> Pages 169-194 & 254</p>	<p>MS-ESS2-6 Develop and use a model to describe how unequal heating and rotation of the Earth causes patterns of atmospheric and oceanic circulation that determines regional climates.</p>
<p>30</p> <p>Lesson Three: Weather Patterns</p> <p>Essential Question: How do the interactions of air masses cause changes in weather conditions?</p>	<p><input type="checkbox"/> Pages 195-226 & 255</p>	
<p>31</p> <p>Lesson Four: Climates of Earth</p> <p>Essential Question: What factors determine regional climates?</p>	<p><input type="checkbox"/> Pages 227-252 & 256</p>	
<p>32</p> <p>STEM Module Project and Wrap-Up</p> <p>Unit 4 Module One Opener: Human Impact on the Environment</p>	<p><input type="checkbox"/> Pages 257-259</p> <p><input type="checkbox"/> Pages 2-4</p>	
<p><i>Inspire California Science Unit Four: Weeks 33-37</i></p>		
<p>33</p> <p>Lesson One: Impact on Land</p> <p>Essential Question: How can humans minimize their impact on the land?</p>	<p><input type="checkbox"/> Pages 5-32 & 105-106</p>	<p>MS-ESS3-3 Apply scientific principles to design a method for monitoring and minimizing a human impact on the environment.</p>
<p>34</p> <p>Lesson Two: Impact on Water</p> <p>Essential Question: How can humans monitor and minimize their impact on water?</p>	<p><input type="checkbox"/> Pages 33-58 & 106</p>	<p>MS-ESS3-5 Ask questions to clarify evidence of the factors that have caused the rise in global temperatures over the past century.</p>

<p>35</p> <p>Lesson Three: Impact on the Atmosphere</p> <p>Essential Question: Why must humans minimize their impact on the atmosphere?</p>	<p><input type="checkbox"/> Pages 59-78 & 107</p>	
<p>36</p> <p>Lesson Four: Impact on Climate</p> <p>Essential Question: How have human activities caused the rise in global temperatures and what is the environmental impact of global warming?</p>	<p><input type="checkbox"/> Pages 79-104 & 108</p>	
<p>37</p> <p>STEM Module Project and Wrap-Up</p>	<p><input type="checkbox"/> Pages 109-111</p>	