



INSPIRE CALIFORNIA SCIENCE

GRADE- 4

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.

<i>Inspire California Science Unit One: Weeks 1-5</i>		
Week #	Lessons	Unit Focus
1 & 2 Module Opener: Energy and Motion Lesson One: Forces and Motion Essential Question: How do forces affect motion?	<input type="checkbox"/> Pages 2-4 <input type="checkbox"/> Pages 5-22 & 61	4-PS3-1 Use evidence to construct an explanation relating the speed of an object to the energy of that object. 4-PS3-3 Ask questions and predict outcomes about the changes in energy that occur when objects collide.
3 Lesson Two: Speed and Energy Essential Question: How are speed and energy related?	<input type="checkbox"/> Pages 23-40 & 62	
4 Lesson Three: Energy Transfer in Collisions Essential Question: How does energy transfer when objects collide?	<input type="checkbox"/> Pages 41-60 & 62	
5 STEM Module Project and Wrap-Up Unit 2 Module One Opener: Energy Transfer	<input type="checkbox"/> Pages 63-67 <input type="checkbox"/> Pages 2-4	
<i>Inspire California Science Unit Two: Weeks 6-15</i>		
Week #	Lessons	Unit Focus
6 Lesson One: Types of Energy Essential Question: What are the types of energy?	<input type="checkbox"/> Pages 5-24 & 79	4-PS3-2 Make observations to provide evidence that energy can be transferred from place to place by sound, light, heat, and electric currents.

<p>7</p> <p>Lesson Two: Sound and Light</p> <p>Essential Question: How are sound and light energy transferred?</p>	<input type="checkbox"/> Pages 25-42 & 80	
<p>8</p> <p>Lesson Three: Electricity</p> <p>Essential Question: How is electrical energy transferred?</p>	<input type="checkbox"/> Pages 43-60 & 80	
<p>9</p> <p>Lesson Four: Heat</p> <p>Essential Question: What is heat?</p>	<input type="checkbox"/> Pages 61-78 & 81	
<p>10</p> <p>STEM Module Project and Wrap-Up</p> <p>Module Two Opener: Natural Resources in the Environment</p>	<input type="checkbox"/> Pages 82-85 <input type="checkbox"/> Pages 86-88	<p>4-ESS3-1 Obtain and combine information to describe that energy and fuels are derived from natural resources and their uses affect the environment.</p>
<p>11</p> <p>Lesson One: Energy from Nonrenewable Resources</p> <p>Essential Question: How do we get energy from nonrenewable resources?</p>	<input type="checkbox"/> Pages 89-104 & 153	<p>4-PS3-4 Apply scientific ideas to design, test, and refine a device that converts energy from one form to another.</p>
<p>12</p> <p>Lesson Two: Energy from Renewable Resources</p> <p>Essential Question: How do we get energy from renewable resources?</p>	<input type="checkbox"/> Pages 105-120 & 153	

<p>13</p> <p>Lesson Three: Impact of Energy Use</p> <p>Essential Question: How does our use of energy resources affect the environment?</p>	<input type="checkbox"/> Pages 121-138 & 154	
<p>14</p> <p>Lesson Four: Design Energy Solutions</p> <p>Essential Question: How can we design a device that converts energy?</p>	<input type="checkbox"/> Pages 139-152 & 155	
<p>15</p> <p>STEM Module Project and Wrap-Up</p> <p>Unit 3 Module One Opener: Earth and It's Changing Features</p>	<input type="checkbox"/> Pages 156-159 <input type="checkbox"/> Pages 2-4	

Inspire California Science Unit Three: Weeks 16-23

<p>16</p> <p>Lesson One: Map Earth's Features</p> <p>Essential Question: How can we use maps to describe patterns in landforms?</p>	<input type="checkbox"/> Pages 5-26 & 61	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.
<p>17</p> <p>Lesson Two: Evidence from Rocks and Fossils</p> <p>Essential Question: What can we learn from rocks and fossils?</p>	<input type="checkbox"/> Pages 27-42 & 62	3-5-ETS1-3 Plan and carry out fair tests in which variables are controlled and the failure points are considered to identify aspects of a model or prototype that can be improved.
<p>18</p> <p>Lesson Three: Changes in Landscape Over Time</p> <p>Essential Question: How do landscapes change over time?</p>	<input type="checkbox"/> Pages 43-60 & 62	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. 4-ESS2-1 Make observations and/or measurements to

<p>19</p> <p>STEM Module Project and Wrap-Up</p> <p>Module Two Opener: Earthquakes</p>	<p><input type="checkbox"/> Pages 63-67</p> <p><input type="checkbox"/> Pages 68-70</p>	<p>provide evidence of the effects of weathering or the rate of erosion by water, ice, wind, or vegetation.</p>
<p>20</p> <p>Lesson One: Map Earthquakes</p> <p>Essential Question: What patterns are there in the locations of earthquakes?</p>	<p><input type="checkbox"/> Pages 71-86 & 123</p>	<p>4-ESS2-2 Analyze and interpret data from maps to describe patterns of Earth's features.</p>
<p>21</p> <p>Lesson Two: Model Earthquake Movement</p> <p>Essential Question: How can we model earthquake movement?</p>	<p><input type="checkbox"/> Pages 87-104 & 124</p>	<p>4-ESS3-2 Generate and compare multiple solutions to reduce the impacts of natural Earth processes on humans.</p>
<p>22</p> <p>Lesson Three: Reduce Earthquake Damage</p> <p>Essential Question: What solutions can reduce earthquake damage?</p>	<p><input type="checkbox"/> Page 105-122 & 124</p>	<p>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.</p>
<p>23</p> <p>STEM Module Project and Wrap-Up</p> <p>Unit 4 Module One Opener: Structures and Functions of Living Things</p>	<p><input type="checkbox"/> Pages 125-129</p> <p><input type="checkbox"/> Pages 2-4</p>	
<p><i>Inspire California Science Unit Four: Weeks 24-30</i></p>		
<p>24</p> <p>Lesson One: Structures and Functions of Plants</p> <p>Essential Question: How do plant structures help them survive, grow, and reproduce?</p>	<p><input type="checkbox"/> Pages 5-24 & 45</p>	<p>4-LS1-1 Construct an argument that plants and animals have internal and external structures that function to support survival, growth, behavior, and reproduction.</p>

<p>25</p> <p>Lesson Two: Structures and Functions of Animals</p> <p>Essential Question: How do animal structures help them survive, grow, and reproduce?</p>	<input type="checkbox"/> Pages 25-44 & 46	
<p>26</p> <p>STEM Module Project and Wrap-Up</p> <p>Module Two Opener: Information Processing and Transfer</p>	<input type="checkbox"/> Pages 47-51 <input type="checkbox"/> Pages 52-54	
<p>27</p> <p>Lesson One: Information Processing in Animals</p> <p>Essential Question: How do animals sense and interpret their environment?</p>	<input type="checkbox"/> Pages 55-72 & 111	<p>4-LS1-2 Use a model to describe that animals receive different types of information through their sense, process the information in their brain, and respond to the information in different ways.</p>
<p>28</p> <p>Lesson Two: Role of Animal's Eyes</p> <p>Essential Question: What is the role of animal's eyes?</p>	<input type="checkbox"/> Pages 73-92 & 112	<p>4-PS3-2 Make observations to provide evidence that energy can be transferred from place to place by sound, light, heat, and electric currents.</p>
<p>29</p> <p>Lesson Three: Information Transfer</p> <p>Essential Question: How do we use patterns to transmit information?</p>	<input type="checkbox"/> Pages 93-110 & 112	<p>4-PS4-2 Develop a model to describe that light reflecting from objects and entering the eye allows objects to be seen.</p>
<p>30</p> <p>STEM Module Project and Wrap-Up</p>	<input type="checkbox"/> Pages 113-117	<p>4-PS4-3 Generate and compare multiple solutions that use patterns to transfer information.</p>