



INSPIRE CALIFORNIA SCIENCE

GRADE- 2

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 1-7

Week #	Lessons	Unit Focus
1 & 2 Module Opener: Earth's Landscape Lesson One: Local Landscapes Essential Question: How can we describe the land around us?	<input type="checkbox"/> Pages 2-4 <input type="checkbox"/> Pages 5-22 & 59	2-ESS2-2 Develop a model to represent the shapes and kinds of land and bodies of water in an area. 2-Ess2-3 Obtain information to identify where water is found on Earth and that it can be solid or liquid.
3 & 4 Lesson Two: Land on Earth Essential Question: How can we describe the shapes of land on Earth?	<input type="checkbox"/> Pages 23-40 & 60	
5 & 6 Lesson Three: Land and Water Essential Question: Where can we find water on Earth and is it solid or liquid?	<input type="checkbox"/> Pages 41-58 & 60-61	
7 STEM Module Project and Wrap-Up Unit Two Module Opener: Describe Materials	<input type="checkbox"/> Pages 62-65 <input type="checkbox"/> Pages 2-4	

Inspire California Science Unit Two: Weeks 7-17

Week #	Lessons	Unit Focus
8 & 9 Lesson One: Investigate Materials Essential Question: What are the different ways we can sort and classify materials?	<input type="checkbox"/> Pages 5-26 & 49	2-PS1-1 Plan and conduct an investigation to describe and classify different kinds of materials by their observable property's features.

10 & 11 Lesson Two: Test and Analyze Materials Essential Question: How do people use materials?	<input type="checkbox"/> Pages 27-49	2-PS1-2 Analyze data obtained from testing different materials to determine which materials have the properties that are best suited for an intended purpose. K-2-ETS1-3 Analyze data from tests of two objects designed to solve the same problem to compare the strengths and weaknesses of how each performs.
12 STEM Module Project and Wrap-Up Module Two Opener: Changes to Materials	<input type="checkbox"/> Pages 50-55 <input type="checkbox"/> Pages 56-58	
13 & 14 Lesson One: Build with Materials Essential Question: How can pieces be arranged in different ways?	<input type="checkbox"/> Pages 59-76 & 97	
15 & 16 Lesson Two: Materials can Change Essential Question: How can heating and cooling change materials?	<input type="checkbox"/> Pages 77-96, 98-99	
17 STEM Module Project and Wrap-Up Unit 3 Module One Opener: Earth's Changing Landscape	<input type="checkbox"/> Pages 100-103 <input type="checkbox"/> Pages 2-4	
<i>Inspire California Science Unit 3: Weeks 17-24</i>		
17 (cont.) Module Opener: Earth's Changing Landscape	<input type="checkbox"/> Pages 2-4	2-ESS1-1 Use information from several sources to provide evidence that Earth events can occur quickly or slowly. 2-ESS2-1 Compare multiple solutions designed to slow or
18 & 19 Lesson One: Slow Changes to Earth's Landscape Essential Question: How can wind and water change Earth's Landscape?	<input type="checkbox"/> Pages 5-28 & 67	

<p>20 & 21 Lesson Two: Quick Changes to Earth’s Landscape Essential Question: How can Earth’s landscape change quickly?</p>	<p><input type="checkbox"/> Pages 29-50 & 68</p>	<p>prevent wind or water from changing the shape of the land.</p>
<p>22 & 23 Lesson Three: Light Uses Essential Question: How do we use light to communicate?</p>	<p><input type="checkbox"/> Pages 51-66 & 68</p>	
<p>24 STEM Module Project and Wrap-Up Unit 4 Module One Opener:</p>	<p><input type="checkbox"/> Pages 69-73 <input type="checkbox"/> Pages 2-4</p>	
<p><i>Inspire California Science Unit 4: Weeks 24-35</i></p>		
<p>24 (cont.) Module Opener: Observe the Sky</p>	<p><input type="checkbox"/> Pages 2-4</p>	<p>2-LS2-1 Plan and conduct an investigation to determine if plants need sunlight and water to grow.</p>
<p>25 & 26 Lesson One: What Plants Need Essential Question: What do plants need to grow?</p>	<p><input type="checkbox"/> Pages 5-26 & 47</p>	<p>2-LS2-2 Develop a simple model that mimics that function of an animal in dispersing seeds or pollinating plants.</p>
<p>27 Lesson Two: Plants Depend on Animals Essential Question: How do animals help plants?</p>	<p><input type="checkbox"/> Pages 27-46, 48-49</p>	<p>K-2-ETS1-1 Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool.</p>
<p>28 STEM Module Project and Wrap-Up Module Two Opener: Living Things and Habitats</p>	<p><input type="checkbox"/> Pages 50-53 <input type="checkbox"/> Pages 54-56</p>	<p>K-2-ETS1-1 Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool.</p>

<p>29 & 30</p> <p>Lesson One: Local Habitats</p> <p>Essential Question: What kind of living things are found near us?</p>	<p><input type="checkbox"/> Pages 57-72 & 113</p>	<p>2-LS4-1 Make observations of plants and animals to compare the diversity of life in different habitats.</p>
<p>31 & 32</p> <p>Lesson Two: Land Habitats</p> <p>Essential Question: What living things can be found in a land habitat?</p>	<p><input type="checkbox"/> Pages 73-90 & 114</p>	
<p>33 & 34</p> <p>Lesson Three: Water Habitats</p> <p>Essential Question: What plants and animals live in water habitats?</p>	<p><input type="checkbox"/> Pages 91-112, 114-115</p>	
<p>35</p> <p>STEM Module Project and Wrap-Up</p>	<p><input type="checkbox"/> Pages 116-119</p>	