INSPIRE CALIFORNIA SCIENCE

GRADE- 3

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 1-9		
Week #	Lessons	Unit Focus
1 & 2 **Module Opener:** Forces and Motion **Lesson One:** Motion **Essential Question:** What are patterns of motion?	□ Pages 2-4 □ Pages 5-20 & 41	3-5-ETS1-1 Define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time or cost. 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. 3-PS2-1 Plan and conduct an investigation to provide evidence of the effects of balanced and unbalanced forces on the motion of an object. 3-PS2-2 Make observations and/or measurements of an object's motion to provide evidence that a pattern can be used to predict future motion.
3 & 4 **Lesson Two:** Forces can change Motion **Essential Question:** What happens when an object is pushed or pulled?	□ Pages 21-40 & 42	
5 & 6 **STEM Module Project and Wrap-Up** **Module Two Opener:** Electricity and Magnetism **Lesson One:** Electricity and Designing Solutions **Essential Question:** How does electricity affect an object's motion?	□ Pages 43-45 □ Pages 46-48 □ Pages 49-66 & 85	
7 & 8 **Lesson Two:** Magnetism and Designing Solutions **Essential Question:** How do magnets affect an object's motion?	□ Pages 67-84 & 86	
9 **STEM Module Project and Wrap-Up** 9 (cont).	□ Pages 87-91 □ Pages 2-4	

Unit 2 Module One Opener: Plants		
Inspire California Science Unit Two: Weeks 10-17		
Week #	Lessons	Unit Focus
10 **Lesson One:** Plant Life Cycles **Essential Question:** How do plants grow and develop?	☐ Pages 5-20 & 37	3-LS1-1 Develop models to describe that organisms have unique and diverse life cycles but all have in common birth, growth, reproduction, and death. 3-LS3-1 Analyze and interpret data to provide evidence that plants and animals have traits inherited from parents and that variation of these traits exists in a group of similar organisms. 3-LS4-2 Use evidence to construct an explanation for how the variations in characteristics among individuals of the same species may provide advantages in surviving, finding mates, and reproducing.
11 **Lesson Two:** Plant Traits **Essential Question:** How are plants similar and different from their parents?	☐ Pages 21-36 & 38	
12 **STEM Module Project and Wrap-Up** **Module Two Opener:** Animals	☐ Pages 39-43 ☐ Pages 44-46	
13 **Lesson One:** Animal Life Cycles **Essential Question:** How do animals grow and develop?	☐ Pages 47-62 & 97	
14 **Lesson Two:** Animal Traits **Essential Question:** How are animals similar and different from their parents and siblings?	☐ Pages 63-78 & 98	
15 & 16 **Lesson Three:** Animal Group Survival **Essential Question:** How does living in a group help some animals survive better?	☐ Pages 79-96 & 98	

17 **STEM Module Project and Wrap-Up** **Unit 3 Module One Opener:** Survive the Environment	☐ Pages 99-103 ☐ Pages 2-4	
Inspire California Science Unit Three: Weeks 17-26		
17 (cont.) **Module Opener:** Survive the Environment	☐ Pages 2-4	3-5-ETS1-3 Plan and carry out fair tests in which variables are controlled and failure points are considered to identify aspects of a model or prototype that can be improved. 3-LS3-2 Use evidence to support the explanation that traits can be influenced by the environment. 3-LS4-3 Construct an argument with evidence that in a particular habitat, some organisms can survive well, some survive less well, and some cannot survive at all.
18 & 19 **Lesson One:** Survival of Organisms **Essential Question:** What do organisms need to survive?	☐ Pages 5-22 & 43	
20 & 21 **Lesson Two:** Adaptations and Variations **Essential Question:** How do organisms survive in their environments?	☐ Pages 23-42 & 44	
22 **STEM Module Project and Wrap-Up** **Module Two Opener:** Change the Environment	☐ Pages 45-47 ☐ Pages 48-50	
23 & 24 **Lesson One:** Fossils **Essential Question:** What do fossils tell us about the environment?	☐ Pages 51-68 & 85	3-LS4-1 Analyze and interpret data from fossils to provide evidence of the organisms and the environments in which they lived long ago. 3-LS4-4 Make a claim about the merit of a solution to a problem cause when the environment changes and the types of plants and
25 **Lesson Two:** Change Affect Organisms **Essential Question:** How does a changing environment affect organisms?	☐ Pages 69-84 & 86	
26	☐ Pages 87-91	

STEM Module Project and Wrap-Up **Unit 4 Module One Opener:** Weather Impacts	 ☐ Pages 2-4	animals that live there may change.
Inspire California Science Unit Four: Weeks 26-35		
26 (cont.) **Module Opener:** Weather Impacts	☐ Pages 2-4	3-ESS2-1 Represent data in tables and graphical displays to describe typical weather conditions expected during a particular season. 3-ESS2-2 Obtain and combine information to describe climates in different regions of the world. 3-ESS3-1 Make a claim about the merit of a design solution that reduces the impacts of a weather-related hazard. 3-5-ETS1-1 Define a simple design problem reflecting a need or want that includes specified criteria for success and constraints on materials, time or cost.
27 & 28 **Lesson One:** Weather Patterns **Essential Question:** How does weather change?	☐ Pages 5-20 & 75	
29 & 30 **Lesson Two:** Weather and Seasons **Essential Question:** How do California weather patterns compare to other parts of the world?	☐ Pages 21-38 & 76	
31 & 32 **Lesson Three:** Natural Hazards and the Environment **Essential Question:** How do natural hazards affect environments?	☐ Pages 39-54 & 76	
33 & 34 **Lesson Four:** Prepare for Natural Hazards **Essential Question:** How can we prepare for natural hazards?	☐ Pages 55-74 & 76	
35 **STEM Module Project and Wrap-Up**	☐ Pages 77-81	