Semester 1 of 2					
Unit Number: Title Duration	Purpose	Priority Grade-Level Standards	Content Goals and Learner Outcomes	Resources and Materials	
Unit 1: Motion and Forces 24 days	In this unit, students will plan and carry out investigations to explore motion, forces, and work. Students will engage in scientific experiences to answer questions such as: How do forces change motion? How do simple machines make work easier?	 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. 	 Students will be able to investigate and make observations about patterns of motion. how forces can push and pull objects. how simple machines reduce the amount of force needed to do work. 	<i>Inspire Science,</i> Module 1	
Unit 2: Electric and Magnetic Forces 14 days	In this unit, students will ask questions and define problems that are solved to explore how electrical charges and magnets attract and repel objects. Students will engage in specific experiences to answer questions such as: How does electric force affect objects? How can you use a magnet?	 3-PS2-3. Ask questions to determine cause and effect relationships of electric or magnetic interactions between two objects not in contact with each other. 3-PS2-4. Define a simple design problem that can be solved by applying scientific ideas about magnets. 	 Students will be able to explain the effects of static electricity. explain the effects of magnetic forces. 	<i>Inspire Science,</i> Module 2	

Unit 3: Weather and Climate 20 days	In this unit, students will analyze data to explore different types of weather and climate, along with factors that affect climate. Students will engage in scientific experiences to answer questions such as: How does weather change? How do climates vary in different regions of the world?	 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. 	 Students will be able to analyze and interpret data about weather patterns and how to create weather reports and forecasts. analyze and interpret data about weather patterns in specific regions and compare climates throughout the world. 	Inspire Science, Module 3
Unit 4: Parents and Offspring 23 days	In this unit, students will develop models, analyze and interpret data, and construct explanations as they explore the life cycles of plants and animals and the traits that they inherit and learn. Students will engage in specific experiences to answer questions such as: How are life cycles of plants similar? How are life cycles of animals similar? What affects an organism's traits?	 3-LS1-1. Develop models to describe organisms that have unique and diverse life cycles but that 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-LS3-2. Use evidence to support the explanation that traits can be influenced by the environment. 	 Students will be able to develop models to describe and explain different life cycles of plants. develop models to describe and explain different life cycles of animals. how organisms inherit traits from their parents as well as the environment. 	Inspire Science, Module 4

Semester 2 of 2					
Unit Number: Title Duration	Purpose	Priority Grade-Level Standards	Content Goals and Learner Outcomes	Resources and Materials	
Unit 5: Survival 25 days	In this unit, students explore traits and behaviors that help animals survive. Students will be involved in making observations and will engage in scientific experiences to help them to answer questions, such as How does being part of a group help animals survive? How do adaptations help plants and animals survive?, and How do variations in traits provide advantages for survival?	 3-LS2-1. Construct an argument that some animals form groups that help members survive. 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. 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. 	 Students will be able to explain the advantages to animals living in a group. explain how some animals survive better in certain environments than others. explain how variations in traits provide advantages for survival. 	Inspire Science, Module 5	
Unit 6: Changes in Ecosystems 27 days	In this unit, students will cite evidence to judge solutions to problems to explore how natural hazards and environmental	3-LS4-4. Make a claim about the merit of a solution to a problem caused when the environment changes and	 Students will be able to explain different solutions to help animals that cannot survive because their 	<i>Inspire Science,</i> Module 6	

	changes affect the survival of plants and animals in an environment. Students will engage in scientific experiences to answer questions such as: How do changes in the ecosystem affect the things that live there? What are natural hazards, and how can they change environments?, and How can humans reduce the impact of natural hazards?	the types of plants and animals that live there may change. 3-ESS3-1. Make a claim about the merit of a design solution that reduces the impacts of a weather- related hazard.	 environment has changed. understand and define how natural hazards affect environments. explain how humans can reduce the impacts of natural hazards. 	
Unit 7: Learn from the Past	In this unit, students will analyze and interpret data to explain how scientists learn about plants, animals, and environmental changes from long ago. Students will engage in scientific experiences to answer questions such as. What happened to organisms no longer living on Earth? and What can we learn from fossils?	3-LS4-1. Analyze and interpret data from fossils to provide evidence of the organisms and the environments in which they lived long ago.	 Students will be able to explain why some animals are no longer living on Earth. explain what fossils are and how they were formed. 	Inspire Science, Module 7
End of Semester 2				