

## Course Planner and Pacing Guide

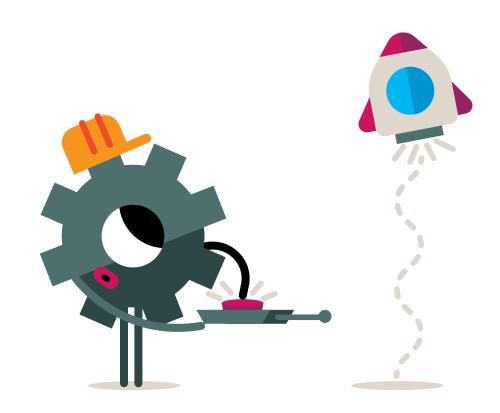
Each topic gives you the flexibility to focus on core assets that cover the TEKS by taking the Fast Track, or to pull in additional resources to create a more robust experience when you've Got More Time. Here you can see average durations in days. You can see durations in minutes in the Topic Planners, the Experience At-A-Glance pages, and the instructional pages of this guide.

**FAST TRACK** Use the activities with the check mark to fast-track your teaching.

**GOT MORE TIME?** Use the activities with a plus sign to personalize student learning.



|                        | TOPIC 1<br>Matter  | <b>~</b> | +               | TOPIC 2 Force and Motion  | <b>~</b>  | +  | TOPIC 3 Sound and Volume | <b>~</b> | +  |
|------------------------|--|----------|-----------------|---|---|----|--------------------------|----------|----|
| Overview               | Investigate the physical pr<br>of matter to explain and d<br>how it is described, classif<br>and used. | emons    |                 | Plan and conduct an invest explain how forces cause of motion and position in every series. | Demonstrate and explain that sound is a form of energy that is everywhere and can be observed in everyday life. |    |                          |          |    |
| Anchoring<br>Phenomena | How do the properties of chocolate change?   | this     |                 | How does construction ch<br>the land?   | Why is the siren the loudest sound?   |    |                          |          |    |
| Topic Launch           |  | 0.5      | 1               |   | 0.5   | 1  |                          | 0.5      | 1  |
| Experiences            | 1 Properties of Matter   | 3        | 4               | 1 Pushes  | 3   | 4  | 1 Sound                  | 3        | 4  |
|                        | 2 Changes in Matter  | 3        | 4               | 2 Motion  | 3   | 4  | 2 Volume                 | 3        | 4  |
|                        | 3 Combining Matter   |          | 3 Uses of Sound | 3   | 4   |    |                          |          |    |
| Topic Wrap-up          | Topic test   | 0.5      | 1               | Topic test  | 0.5   | 1  | Topic test               | 0.5      | 1  |
| TOTAL DAYS             |  | 10       | 14              |   | 7   | 10 |                          | 10       | 14 |



| TOPIC 4 Patterns in the Sky   | <b>~</b> | +    | TOPIC 5 Earth's Resources   | ~   | +  | TOPIC 6 Plants and Animals  | <b>~</b> | +  | TOPIC 7 Organisms and Environments  | ~   | +  |
|---|----------|------|---|-----|----|---|----------|----|---|-----|----|
| Observe and record prints in systems of the national including objects in the land weather. | ural wo  | orld | Investigate and describe how processes can move earth materials and the importance of protecting resources. |     |    | Describe and demonstrate that living organisms have basic needs that must be met through interactions within their environment. |          |    | Investigate and identify that organisms have structures and undergo processes that help them survive within their environments. |     |    |
| How is the weather changing?  |          |      | How did the Lighthouse Rock get its shape?  |     |    | How does being part of a hive help a bee survive?   |          |    | How does a prickly pear cactus help the Texas desert ecosystem?   |     |    |
|   | 0.5      | 1    |   | 0.5 | 1  |   | 0.5      | 1  |   | 0.5 | 1  |
| 1 Sun and Moon  | 3        | 4    | 1 Movement of<br>Earth Materials  | 3   | 4  | 1 Plants  | 3        | 4  | 1 Environments  | 3   | 4  |
| 2 Weather   | 3        | 4    | 2 Resources   | 3   | 4  | 2 Animals   | 3        | 4  | 2 Living Things in<br>Environments  | 3   | 4  |
| 3 Severe Weather<br>Events  | 3        | 4    | 3 Protect<br>Resources  | 3   | 4  | 3 Animal Life<br>Cycles   | 3        | 4  | 3 Food Chains   | 3   | 4  |
| Topic test  | 0.5      | 1    | Topic test  | 0.5 | 1  | Topic test  | 0.5      | 1  | Topic test  | 0.5 | 1  |
|   | 10       | 14   |   | 10  | 14 |   | 10       | 14 |   | 10  | 14 |