Unit 1: Matter and Its Interactions	Unit 1 Teaching, Testing and Mastery Connect Window: August 20 - September 28	Standard	Discovery Education Reference
	I Can Statements		**Physical Science Unit 1.2**
Topic/Genre: **Essential Question:** How can one explain the structure, properties, and interactions of matter using the scientific method?	I can describe the physical and chemical properties of pure substances using appropriate senses and tools.	PS1.A.2	Characteristics Properties of Matter
	I can identify matter is anything that has mass and volume.	PS1.A.2	
	I can describe and compare the volumes of objects or substances directly, using a graduated cylinder, and/or indirectly using displacement methods.	PS1.A.2	
	I can describe and compare the masses of objects to the nearest gram using a balance.	PS1.A.2	
	I can classify the types of matter in an object into pure substances or mixtures using their specific physical properties.	PS1.A.2	
	I can identify and classify changes in matter as chemical and/or physical by describing the processes which caused the change.	PS1.A.2	
	I can describe the properties of each component in a mixture/solution and their distinguishing properties.	PS1.A.2	
	I can describe appropriate ways to separate the components of different types of mixtures.	PS1.A.2	
	I can predict how various solids behave when mixed with water.	PS1.A.2	

Unit 2: Energy	Unit 2 Teaching, Testing and Mastery Connect Window: October 1 - November 2	Standard	Discovery Education Reference
	I Can Statements		**Physical Science Unit 2**
Topic/Genre: **Essential Question:** What is energy? How is it transferred and conserved?	I can describe the circular motion of a moving object as the result of a force acting toward the center.	PS3.A.1	Kinetic Energy 2.1
	I can classify different types of motion.	PS3.A.1	
	I can calculate the speed (distance/time) of a given object in motion.	PS3.A.1	
	I can interpret a line graph representing an object's motion in terms of distance over time (speed) using metric units.	PS3.A.1	
	I can identify thermal energy as the random motion (kinetic energy) of molecules or atoms within a substance.	PS3.A.1	
	I can describe the interactions of like and unlike charges.	PS3.A.2	Potential Energy 2.2
	I can compare the effects of balanced and unbalanced forces on an object's motion.	PS3.A.2	
	I can explain that when forces are balanced, objects are at rest or their motion remains constant.	PS3.A.2	
	I can explain that a change in motion is the result of an unbalanced force acting upon an object.	PS3.A.2	
	I can explain how the acceleration of a moving object is affected by the amount of net force applied and the mass of the object.	PS3.A.2	
	I can apply scientific principles to design, construct and test a device that either minimizes or maximizes thermal energy transfer.	PS3.A.3	This will need to be some type of hands on activity. (ex: insulated box, solar cooker, and a Styrofoam cup)
	I can plan and conduct an investigation to determine the relationship among the energy transferred, the type of matter, the mass, and the change in temperature of the sample.	PS3.A.4	Heat & Temperature 2.3

Unit 3: The Role of Water & Weather	**Unit 3 Teaching, Testing and Mastery Connect Window: November 5 - December 21**	**Standard**	**Discovery Education Reference**
Topic/Genre: **Essential Questions:** How and Why is Earth constantly changing? What regulates weather and climate?	**I Can Statements**		**Earth & Space Unit 3**
	I can design and develop a model of the water cycle.	EES2.C.1	Energy Transfer and The Water Cycle 3.1
	I can explain how water changes state throughout the water cycle.	EES2.C.2	Meteorology 3.2
	I can research, collect, and analyze data to track changes in the weather.	EES2.C.2	
	I can construct explanations about how air mass and pressure affects weather patterns and changes.	EES2.C.2	
	I can make predictions about weather changes under various meteorological constructs.	EES2.C.2	
	I can modify a water cycle model to show how changes in air pressure and temperature can cause changes throughout the water cycle.	EES2.C.2	

Unit 4: Earth, Sun, and Moon System	Unit 4 Teaching, Testing and Mastery Connect Window: January 8 - February 15	Standard	Discovery Education Reference
Topic/Genre: **Essential Question:** How do the sun, earth, and moon cycles affect life on Earth?	**I Can Statements**		**Earth & Space Unit 6 & 7**
	I can explain the cyclical pattern of seasons related to the Earth's tilt and directional angle to the sun.	ESS1.A.2	Rotation, Orbits, and the Seasons 6.1
	I can develop and use a model of the Earth-sun-moon system.	ESS1.A.1	Phases 6.2
	I can explain cyclic patterns of lunar phases and eclipses.	ESS1.A.1	
	I can develop and use a model to describe the role of gravity in the motions within galaxies and the solar system.	ESS1.A.3	Rotation, Orbits, and the Seasons 6.1 Formation of our Solar System 7.1 Types of Galaxies 7.3

Unit 5 : Molecules to Organisms	Unit 5 Teaching, Testing and Mastery Connect Window: February 18 - April 5	Standard	Discovery Education Reference
Topic/Genre: **Essential Question:** How do organisms live, grow, respond to their environment and reproduce?	**I can Statements**		**Life Science: Cells Unit 1**
	I can develop and use a model to describe the function of a cell as a whole and ways parts of the cells contribute to that function.	LS1.A.2	Cell Theory 1.1
	I can provided evidence that organisms are made of cells and that a single cell must carry out all the basic functions of life.	LS1.A.1.	Structure of Life 1.2

Unit 6: Ecosystems	Unit 6 Teaching, Testing and Mastery Connect Window: April 8 - May 24	Standard	Discovery Education Reference
	I Can Statements		**Life Science Unit 6 & 7**
Topic/Genre: **Essential Questions:** How do organisms live, grow, and interact with their environment? What are the effects of these interactions?	I can use evidence to communicate the amount of matter remains the same as it moves through an ecosystem.	LS2.B	Energy and Ecosystems 6.1 Relationships Among Organisms 7.1
	I can identify the abiotic and biotic factors that make up an ecosystem.	LS2.B	
	I can create a diagram and describe the transfer of energy from one organism to another (predator/prey, producer/consumer, parasite/host)	LS2.B	
	I can classify populations of unicellular and multicellular organisms as producers, consumers, and decomposers by the role they serve in the ecosystem.	LS2.B	
	I can explain the cause and effect of diseases on the human body.	LS2A.2	Biotic and Abiotic 6.2 Relationships Among Organisms 7.1
	I can relate some common diseases to the organisms that cause them.	LS2A.2	
	I can differentiate between infectious and noninfectious diseases.	LS2A.2	
	I can explain the role of antibiotics and vaccines in the treatment and prevention of diseases.	LS2A.2	
	I can describe beneficial and harmful activities of organisms, including humans and explain how these activities affect organisms within an ecosystem.	LS2A.1	N/A

Unit 7: Engineering Design	Unit 7 Teaching, Testing and Mastery Connect Window: April 8 - May 24	Standard	Discovery Education Reference
	I Can Statements		**Physical Science Unit 6**
Topic/Genre: **Essential Questions:** What is the process for developing a potential design? How can various proposed designs solutions be compared and improved?	I can define the criteria and constraints of a design problem to ensure a successful solution.	ETS1.A	Transportation System 6.1
	I can evaluate competing design solutions to determine how well they meet the criteria and constraints of the problem.	ETS1.B.1	
	I can analyze data from tests among several design solutions to identify the best options for a new solution.	ETS1.B.2	
	I can develop a model to be tested repeatedly to ensure highest design can be achieved.	ETS1.B.3	