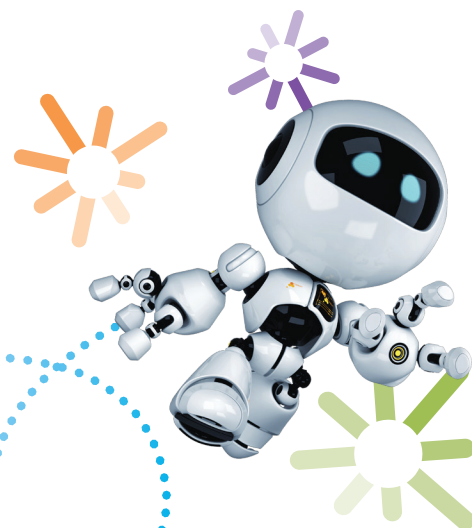




GEORGIA



Inspire Science

User-Friendly • Connected • Inspiring

Digital
Tour Guide





Welcome to the Georgia Inspire Science Digital Experience

Thank you for taking the time to review *Georgia Inspire Science*. This step-by-step Digital Tour Guide will help you find your way through the many engaging interactives that support *Georgia Inspire Science* print resources.



HALEY
Astronomer

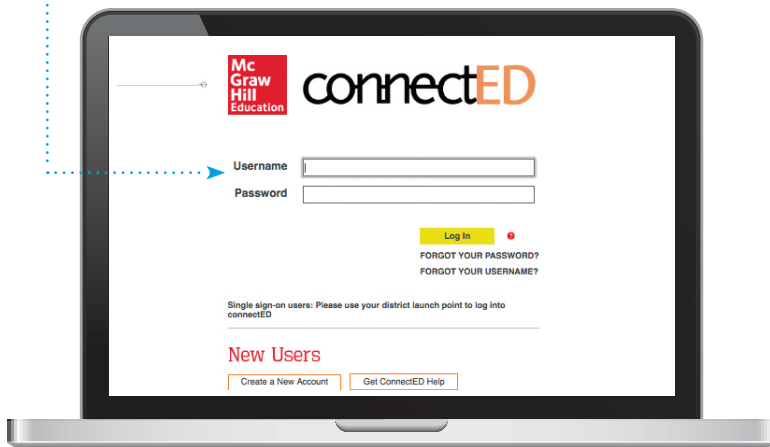
Ready
to Start Your
Digital Tour?

Visit mheonline.com/Georgia

Log In

To get started, go to mheonline.com/Georgia and then click on Start Digital Review.

Click “Log In Now” from the generated email and enter the username and password provided.



My Home

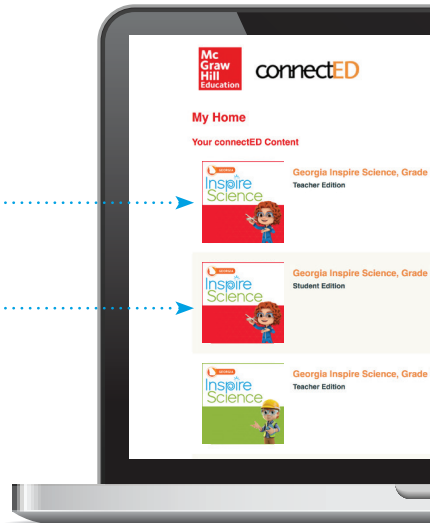
The Georgia Inspire Science Digital Book Bag

Once you log in, the first screen you will see is “My Home”—also known as the ConnectED Book Bag. This view provides access to your student and teacher courses.



Access the Digital **Teacher Center**

Access the Digital **Student Center**

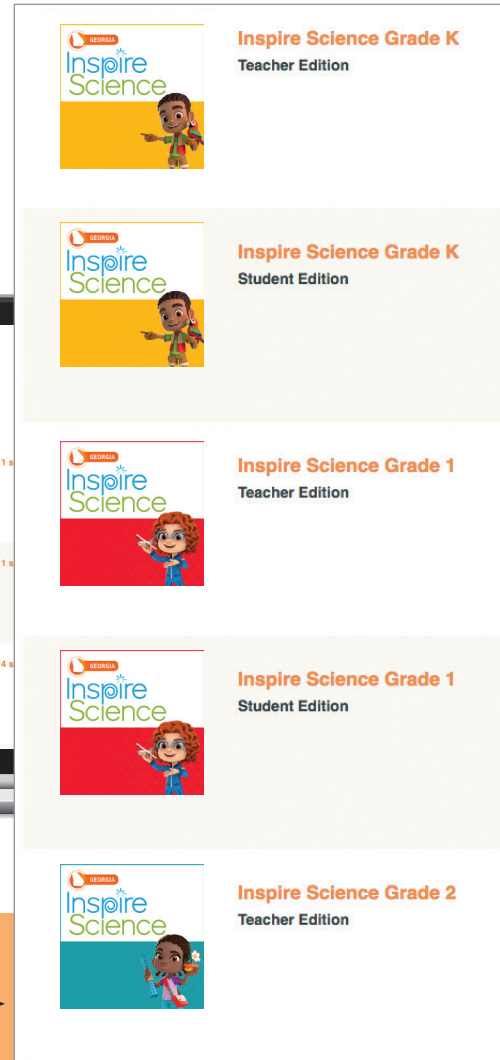


Start Here!


Click any course to start.

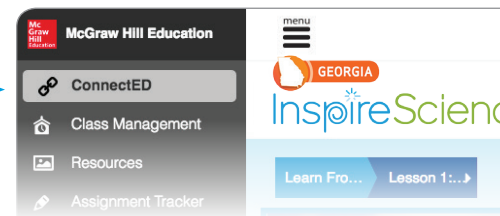


NOAH
Nurse



Need to Return to My Home?

To get back to your book bag, just select “ConnectED” from the main menu. 



Teacher Center Home Page

The *Georgia Inspire Science* Teacher Center home page provides quick access to your Lesson Presentations, the Student Lesson view, the STEM Career Kid Videos, and Assignments. Just select the module and lesson you need from the Module and Lesson Menu, and the key tools for that lesson will appear in the Lesson Resources carousel.



Main Menu

Open the Main Menu to access the key links, including your Digital Lesson Plans and Professional Development resources.

Module and Lesson Menu

Access digital resources by choosing the module and lesson from the drop-down menu.

Lesson Resources Carousel

This is one of the many ways to access digital resources that accompany each lesson.

The screenshot shows the Teacher Center interface. On the left, the Main Menu is open, listing options like ConnectED, Class Management, Resources, Assignment Tracker, Calendar, My Files, Home, Lesson Plan, Assessment, Standards, Professional Development, Glossary, Notebook, My Messages, and My Discussions. The main content area features a video player for a STEM Career Kid Video, a Lesson Resources carousel, and a calendar for Thursday, Jun 09, 2016. The calendar shows no scheduled lesson plans, assignments due, or events for that date. The footer includes links for Legal, Privacy and Cookie Notice, Technical Support, Minimum Requirements, and Help.

STEM Career Kid Videos

The STEM Career Kid Videos help students learn about STEM-based careers they may pursue one day.

Calendar

Simplify planning by adding lessons, assignments, or your own plans directly on your Planning Calendar.

Lesson Presentation

The Georgia *Inspire Science* Lesson Presentations provide a step-by-step guide through each lesson. The presentations are completely aligned to the lesson content, fully customizable, and embedded with multimedia assets.

Customize Presentations

Quickly and easily customize each presentation by adjusting existing slide order or uploading your own resources to the presentation in the slide sorter view.

To access this slide sorter view, select the waffle icon in the bottom left-hand corner of your lesson presentation view.



Launch Digital Resources

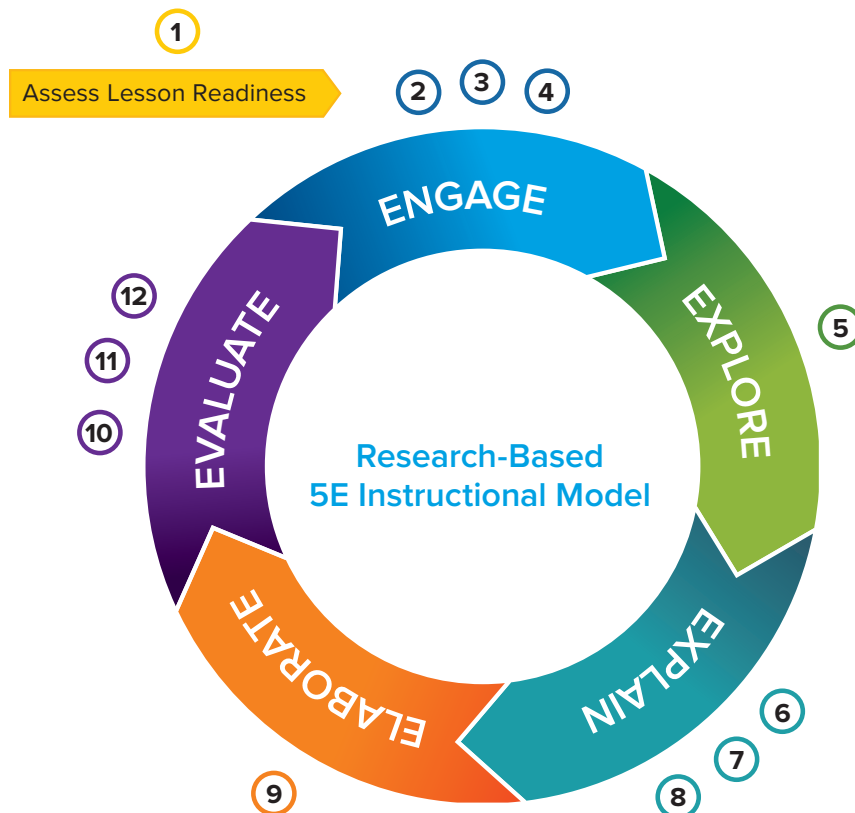
You can launch digital resources right when you need them directly from the presentation slides.

MAYA
Geologist

The Georgia Inspire Science Lesson Anatomy

Georgia Inspire Science lessons are designed with the familiar and proven 5E instructional model, and the McGraw-Hill Education Key Steps to Three-Dimensional Instruction. Each lesson begins with a phenomenon to explore through the lens of the science and engineering practices. This exploration presents new questions and problems to solve, which creates a motivational circumstance for learning core disciplinary ideas.

Key Steps to Three Dimensional Instruction



Approximate Pacing

(based on 45-minute teaching blocks)

Module = 1 month of instruction

Lesson = 8-10 days of instruction

Fast Track = 4-6 days of instruction

1 Page Keeley Science Probe

2 Science in Our World

3 Essential Question

4 Science and Engineering Practices

5 Inquiry Activity

6 Obtain and Communicate Information

7 Reflect and Refine

8 Science and Engineering Practices

9 Research, Investigate, and Communicate

10 Performance Task

11 Essential Question

12 Science and Engineering Practices

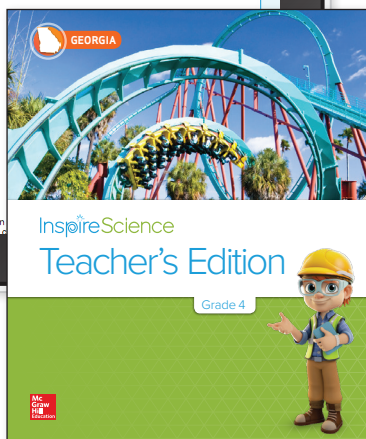
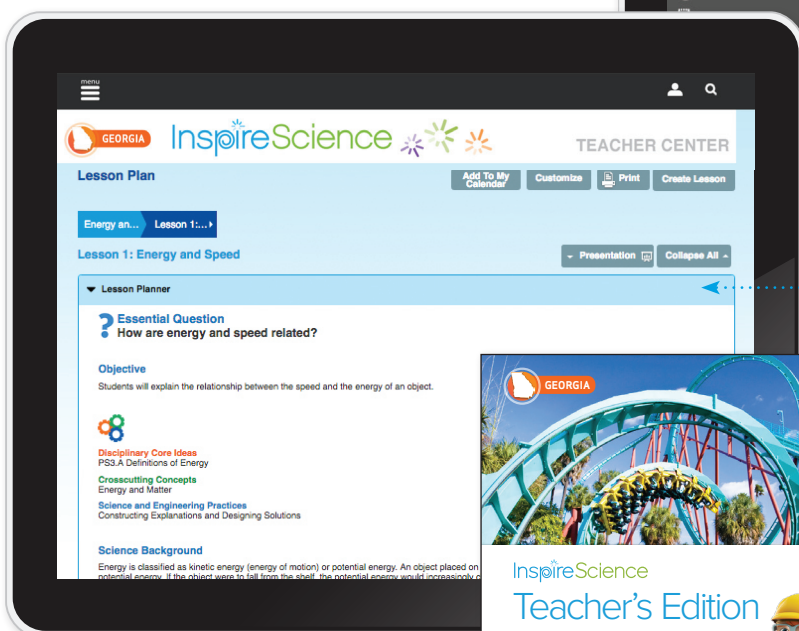
Lesson Plans

The *Georgia Inspire Science* Lesson Plans are easy to use and fully customizable, giving you complete control of how you craft your lessons. All the resources you need are conveniently located in one place with access to a myriad of robust materials for every lesson.

To access the *Georgia Inspire Science* digital lesson plans, select **Lesson Plan** from the Main Menu :

2 Choose the module and lesson you need from the Module and Lesson Menu.

1 First, select Lesson Plan from the Main Menu.



3 Open the Lesson Plan folders to access your instructions and digital resources.

You can also access your lesson plans in ConnectEd by using the Teacher's Edition files in Resources:

1. Select "Resources" from the Main Menu.
2. Select "Program Resources" and "Teacher's Edition PDFs" from the Lesson Search Tab.

▼ Module at a Glance

Module at a Glance

Each Module at a Glance includes a module overview, lesson summaries, and easy-to-use pacing guides. Be prepared with the Plan Ahead section that includes detailed materials lists for each hands-on activity.



CJ
Statistician



To help you prepare ahead of time, the hands-on activities and the materials you will need are listed in the Module at a Glance pages.

▼ Inspiring All Students

Use differentiated instruction, ELL strategies, and leveled readers to inspire all your students to learn exciting science concepts.

Provide meaningful content interaction by scaffolding differentiated strategies.

Facilitate learning by frontloading important content vocabulary.

Integrate literacy skills and science content together to build language and expand science knowledge simultaneously.

Use Lexile levels to easily determine the correct book for each of your students.

▼ Inspiring All Students

Are you ready to inspire your students with exciting science content? These pages will help you reach all of your students. Use these strategies to scaffold your instruction and plan for successful teaching.

Differentiated Instruction

Module Concept Objects in motion can be described according to position, direction, and distance. Forces push and pull to cause motion. Help students connect these key module concepts.

Approaching Level Show students a short video of a hot-air balloon in motion. Ask students to describe where the balloon is and why they think it is in motion.	On Level Ask students to think about the forces that cause a hot-air balloon to move. Have them compare how flying the balloon on a windy day differs from flying on a calm day.	Beyond Level Have students think about how an airplane moves through the air. Lead a discussion about the differences and similarities between forces that affect a hot-air balloon and an airplane.
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ELL Strategies

Frontload Vocabulary To introduce science vocabulary and help students with pronunciations that might be difficult, use a small, interesting object, such as a stuffed animal or other toy, to model using terms related to motion and forces. For example, move the object in a circular motion as you say, *is it in motion?* Yes, it is in motion. Be sure to clearly pronounce the /r/ sound in -ion and show students how you form your mouth to make the sound. Many languages, such as Spanish, do not use consonant digraphs, so this sound may be difficult for students to produce. Demonstrate motion, position, and direction using the object. Each time, ask and then model answering a question that uses the vocabulary. For example, hold the object above your head and say, *What is its position?* Its position is about 1 foot above my head. Move the object downward and say, *What direction is it moving?* The direction is down. Have students chorally repeat the vocabulary word you use in each demonstration.

Emerging Level Word Knowledge Gather several photos or illustrations that clearly show things in motion and things that are not in motion. On the board, write <i>In Motion</i> and <i>Not in Motion</i> . As you show students each image, ask, <i>In motion or not in motion?</i> For each half of the question, hold the image next to the corresponding label on the board. Have students respond by pointing to the correct phrase on the board that describes the image. Adhere the image next to the correct descriptive phrase.	Expanding Level Act It Out Have students stand. Direct them to move in certain ways, and then ask them to describe the movements chorally. For example, say, <i>Dance by your desk</i> . Then ask, <i>Are you in motion?</i> Students chorally answer, <i>Yes</i> . Then say, <i>Walk to the right</i> . Ask, <i>Which direction are you moving?</i> Have students chorally answer, <i>Right</i> . Ask volunteers to come to the head of the class to direct the other students in a similar way.	Bridging Level Think-Pair-Share Display the following sentence frame: <i>I know _____ is in motion because _____</i> . Show students an image of something clearly in motion, such as an animal running. Then have students pair up to discuss the photograph. Say, <i>Talk about the position of the animal and the direction it is moving. How can you tell it is in motion?</i> After pairs have had a chance to discuss the image, have them share their ideas with the class using the sentence frame and the vocabulary words <i>position</i> and <i>direction</i> .
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Using the Leveled Readers

Inspire Science offers five versions of each Leveled Reader (Approaching, On Level, Beyond, ELL, and Spanish) to ensure success for all learners. A fictional story included in each Leveled Reader engages students in key lesson topics. The nonfiction portion of each Leveled Reader focuses on real-world topics and makes informational text accessible to all learners. This approach enables students to further develop their literacy skills in science.

Machines

Summary Nonfiction: This book tells how simple machines (inclined plane, lever, wheel and axle, pulley, screw, and wedge) and compound machines make work easier.

When to Use Use this book in the Explain section of Lesson 3 to complement the information that the students are learning about Simple Machines.

Lexile Level			
Approaching 600	On Level 690	Beyond 790	ELL 660

Before Reading
Build Background Display the book cover and read the title aloud. Ask students why this cover was chosen for a book about machines.

During Reading
Model Cuing Systems Point to the term *inclined plane* on page 5. Help students use the diagram, photograph, and context clues on pages 4–5 to figure out that an inclined plane is a slanted flat surface.

After Reading
Summarize Ask small groups to give an oral summary of the book. Have students include both simple and compound machines in their summaries.

Machines
 Machines
 Machines
 Machines
 Machines
 Moving Fast
 Moving Fast
 Moving Fast
 Moving Fast



Georgia Inspire Science offers 1–2 leveled reader titles per module with five versions of each (Approaching, On Level, Beyond, ELL, and On-Level Spanish) to ensure success for all learners. Each leveled reader is available in digital and print.

- Approaching
- On Level (available in Spanish)
- Beyond
- ELL

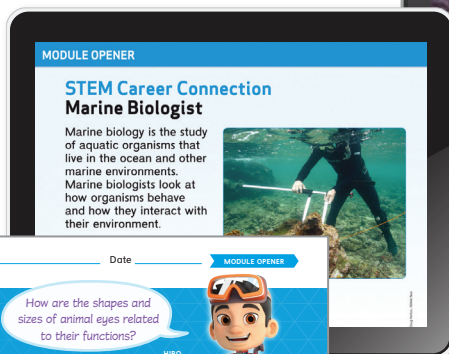
▼ Module Opener

Module Opener and Science Phenomenon

The Module Opener kicks off the module by having students explore an exciting science phenomenon and STEM career connections.

Every module begins with a video or picture of a science phenomenon and a phenomenon question that will spark students' curiosity and start an engaging conversation that promotes deeper thinking.

Make STEM career connections.



Name _____ Date _____

MODULE OPENER

How are the shapes and sizes of animal eyes related to their functions?

HIRO Ocean Engineer

STEM Career Connection

Marine Biologist Field Notes

Date: June 8, 2012 Time: 1:12 pm

Species Observed: Lanternfish Number Observed: 85 individuals

Depth: 1,100 meters Average Size: 12 centimeters

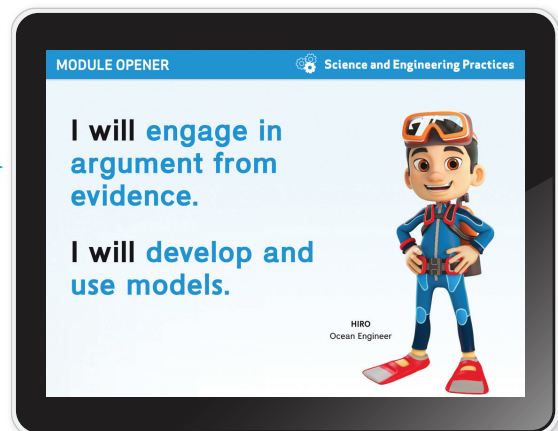
Notes about Structures: Lanternfish have relatively large eyes and use bioluminescence to glow in the dark.

Draw and label a diagram to show how you think the shape of an animal's eye helps it see.

Science and Engineering Practices

I will engage in argument from evidence.
I will develop and use models.

Online Content at: connectED.org/curriculum-hill.com Module Opener Structures and Functions of Living Things 105



"I will . . ." statements reference a science and engineering practice and provide students with an overview of what they will be learning.

Lesson Planner

Lesson Planner

The lesson plan introduces you to the Essential Question, lesson objectives, and a detailed pacing guide. Science background information and common misconceptions are also included.

Each lesson has detailed science background information to help you feel like a science guru.



JORDAN
Animal Trainer

Lesson Planner

Essential Question How are energy and speed related?

Objective

Students will explain the relationship between the speed and the energy of an object.



Disciplinary Core Ideas

PS3.A Definitions of Energy

Crosscutting Concepts

Energy and Matter

Science and Engineering Practices

Constructing Explanations and Designing Solutions

Science Background

Energy is classified as kinetic energy (energy of motion) or potential energy. If the object were to fall from the shelf, the potential energy would increasingly change to kinetic energy. The kinetic energy of the object increases as it falls, and the object that is moving has kinetic energy. The kinetic energy of the object. When an object is not moving, it can have potential energy.

Possible Misconception

Many students may also think that energy can be created or destroyed. For example, wood in a campfire is set on fire. The energy in the fire is lost. In fact, the energy is transferred to heat, which is dissipated back into the environment. Energy is conserved, meaning that energy can change form, but is not destroyed.

Possible misconceptions are provided so you are prepared to address student misunderstandings.

LESSON 1

Energy and Speed

Essential Question How are energy and speed related?

Objective

Students will explain the relationship between the speed and the energy of an object.

	PACING	VOCABULARY	DAY-TO-DAY	RESOURCES
ASSESS LESSON READINESS	0.5 DAY		Page Ready Science Probe	See a Scientific Notebook, p. 4
ENGAGE	1 DAY		Science in Our World / Essential Question / Science and Engineering Practices	See a Scientific Notebook, pp. 5-6 Throne Car Video
EXPLORE	2 DAYS		Inquiry Activity	See a Scientific Notebook, pp. 7-8
EXPLAIN	2.5 DAYS	speed velocity acceleration energy potential energy kinetic energy	Observe and Communicate Information / Reflect and Revise / Science and Engineering Practices	See a Scientific Notebook, pp. 9-12 Science Handbook, Measuring Motion pp. 278-280 Science Handbook, Energy pp. 286-289 Visual Kinematics Vocabulary / See a Scientific Notebook, p. 10/1 Speed and Energy Video / Science Handbook, Energy Mass, and Speed pp. 282-283 Notebook Foldable / p. F1
ELABORATE	1 DAY		Research, Investigate, and Communicate / Inquiry Activity	See a Scientific Notebook, pp. 13-15
EVALUATE	2 DAYS		Performance Task / Essential Question / Science and Engineering Practices	See a Scientific Notebook, pp. 16-19 Assessment
9 DAYS 1 DAY = 45 MINUTES				

4A Module Energy and Motion

Science Background

Energy is classified as kinetic energy (energy of motion) or potential energy. An object placed on a shelf has potential energy. If the object were to fall from the shelf, the potential energy would increasingly change to kinetic energy. The kinetic energy of the object increases as it falls, and the potential energy decreases as it falls. Any object that is moving has kinetic energy. The kinetic energy of an object depends on both the speed and mass of the object. When an object is not moving, it can have potential energy.

Possible Misconception

Many students may also think that energy can be created or destroyed. For example, wood in a campfire is set on fire. The energy in the fire is lost. In fact, the energy is transferred to heat, which is dissipated back into the environment. Energy is conserved, meaning that energy can change form, but is not destroyed.

INQUIRY ACTIVITIES / PERFORMANCE TASK	MATERIALS	FAST TRACK	
		PACING	RESOURCES
		1 DAY	See a Scientific Notebook, pp. 5-6 Throne Car Video
How Moving Marble: Students will explore how the height of a ramp affects the speed of a marble.	4 books, cardboard tube, tape, stopwatch, marble		
Mass Matters: Students will observe how mass affects the kinetic energy of an object.	safety goggles, 2 books, 100 g, flat board, meterstick, weighing tape, 500-ml plastic bottle with screw cap, graduated cylinder, rubber bands, plastic cup, water	2 DAYS	See a Scientific Notebook, pp. 9-12 Science Handbook, Measuring Motion pp. 278-280 Science Handbook, Energy pp. 286-289 Speed and Energy Video / Science Handbook, Energy Mass, and Speed pp. 282-283 Notebook Foldable / p. F1
Best Top Cars: Students will conclude from data that toy cars launched with more rubber bands will have more energy.	safety goggles, masking tape, meterstick, 2 wooden blocks securely fastened with nails, rubber bands, toy car, stopwatch	1 DAY	Assessment
		4 DAYS	1 DAY = 45 MINUTES

Online Content at connect2inspire.org/bill.com

Lesson 1 Energy and Speed 48

The lesson pacing guide breaks down the day-to-day instruction, the resources you will use, hands-on activities, and the necessary materials.

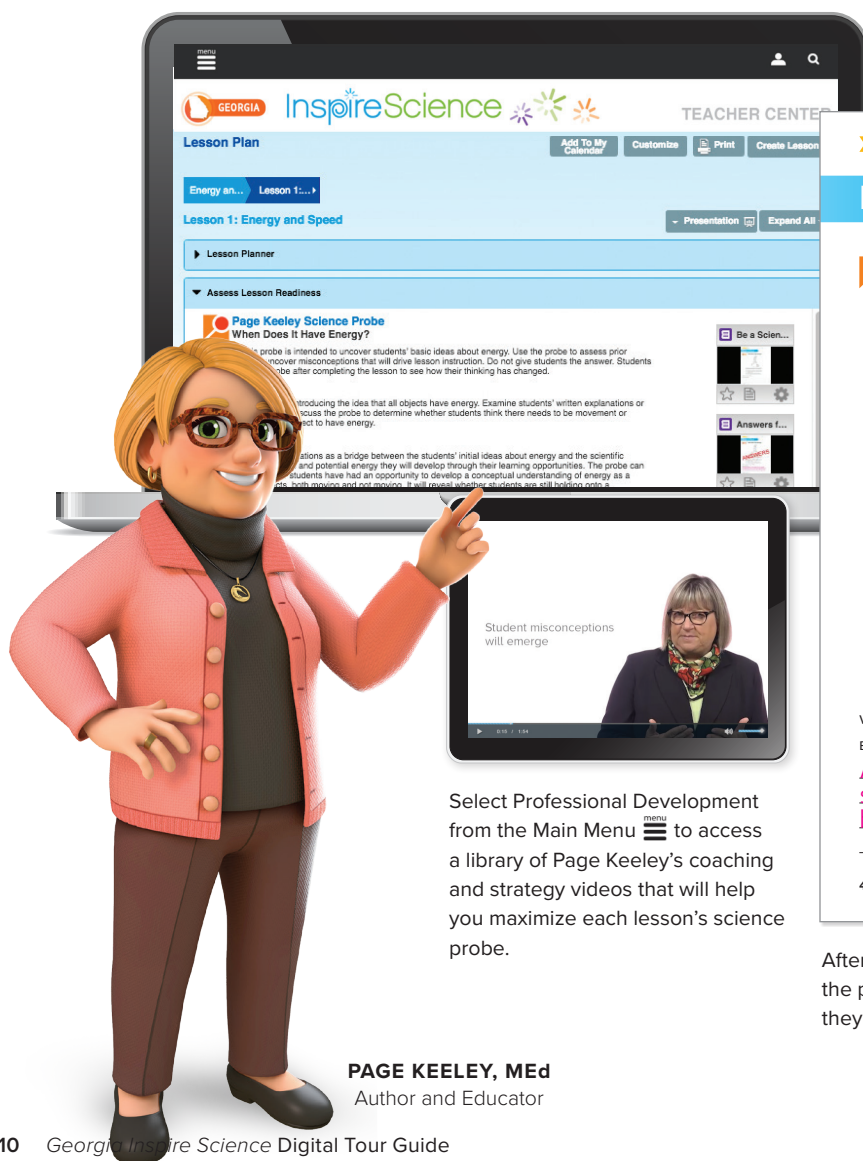
Fast track pacing is also available when time is of the essence.

Assess Lesson Readiness

Assess Lesson Readiness with Page Keeley's Science Probes

You will be able to assess student readiness with a Page Keeley Science Probe in every lesson. Each Page Keeley Probe includes teaching and learning implications, how to use the probe, common misconceptions, and a teacher explanation.

Page Keeley's Science Probes are included in every lesson. The science probes are intended to uncover students' initial ideas.



Select Professional Development from the Main Menu to access a library of Page Keeley's coaching and strategy videos that will help you maximize each lesson's science probe.

PAGE KEELEY, MED
Author and Educator

Energy and Speed



When Does It Have Energy?



Four friends were playing kickball. They each had different ideas about the ball and energy. This is what they said:

- Lily: The ball has to be on the ground, not moving, to have energy.
- Mike: The ball has to be moving to have energy. It doesn't matter how fast it is moving.
- Otto: The ball has to be moving very fast to have energy.
- Ava: The ball has energy when it is both moving and not moving.

Who do you agree with the most? Ava

Explain why you agree.

A moving ball has energy, but the ball could still have energy when it is not moving because of its position above the ground.

4 Module Energy and Motion

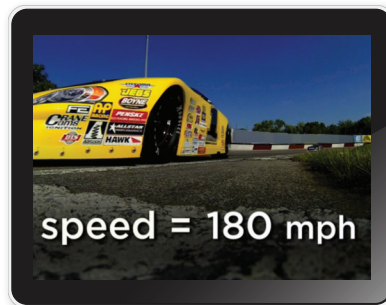
After students record their answers to questions about the probe independently in their Be a Scientist Notebooks, they are encouraged to discuss and display their ideas.

Engage

Engage

The Engage phase inspires curiosity with science phenomenon demonstrations, videos, or photos. Students will discover science phenomena through the same lens as scientists and engineers, as well as participate in group discussions that explore core concepts the lesson will reveal. You can then further the conversation and spark student interest by introducing the STEM Career Connections.

Spark students' curiosity with the lesson phenomenon and start a conversation.



Learn about an exciting STEM Career that connects with the lesson.

ENGAGE

STEM Career Connection
Automotive Engineer

All vehicles need energy to be able to do work and have speed. One type of engineer that works to understand energy and speed in vehicles is an automotive engineer.

Collect evidence throughout the lesson to engage in Science and Engineering Practices.

ENGAGE Science and Engineering Practices

I will construct explanations.

Name _____ Date _____

Science in Our World

Watch the video of the race car. What questions do you have?

Accept all reasonable questions.
Sample questions: How does the car move so fast? Can I be a race car driver?

Read about an automotive engineer and answer the questions on the next page.

STEM Career Connection
Automotive Engineer

We are making great progress on the design of the new solar-powered bus! Today I completed the computer model of the vehicle. It looks great!

Tomorrow I will present the design to the rest of my team. They are concerned about the speed at which the bus will be able to travel. Many older versions use too much energy and go very slowly over short distances. My new design will be able to carry people throughout the city quickly, and it will use less energy.

If my team approves the design, our next step will be to decide what type of materials we should use for the exterior and interior parts of the bus. My team and I will have to consider many factors, such as the strength, weight, and cost of the materials.

Automotive engineers need to understand how speed, energy, and mass all work together.

RILEY
Automotive Engineer

Online Content at: connectED.org/en/501000 Lesson 1 Energy and Speed 5

Help students improve critical learning skills as they turn their observations into questions.

ENGAGE ? Essential Question

How are energy and speed related?

Build upon learning as students use prior knowledge and observations to attempt to answer the Essential Question.



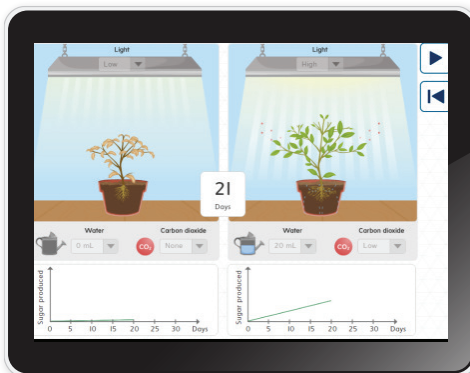
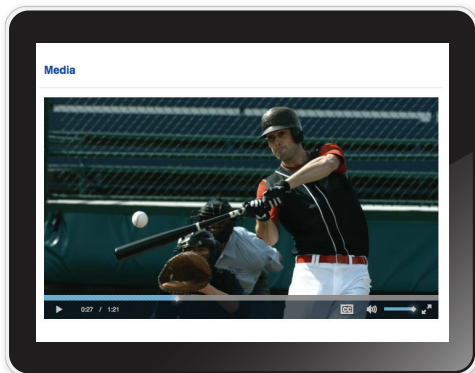
RILEY

Automotive Engineer

▼ Explore

Explore

In the Explore phase of the lesson, students will use hands-on activities, simulations, videos, demonstrations, and more to carry out investigations, collect and interpret data, and get more involved in the lesson concepts to start building understanding.

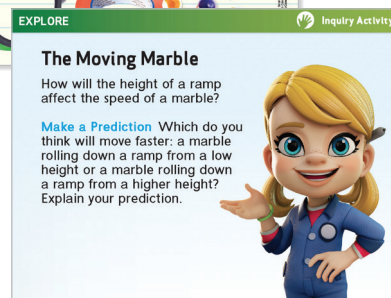


Students will get excited about their learning when they participate in inquiry activities using simulations and videos.



JIN
Paleontologist

Use hands-on activities and teacher-led demonstrations to make predictions, carry out investigations, record and analyze data, communicate findings, and construct explanations.

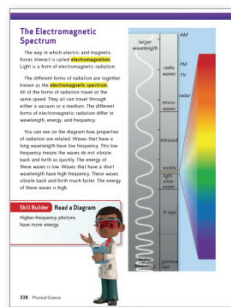


Use interactive tools to communicate findings and make connections.

▼ Explain

Explain

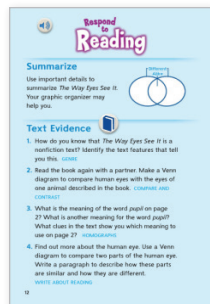
Connect literacy and science through inquiry by providing students with an array of print and interactive resources to conduct research and explain their understanding. Students develop research and reading skills while deepening their understanding of core science topics, and learn to connect this learning back to prior experiences and the Essential Question.



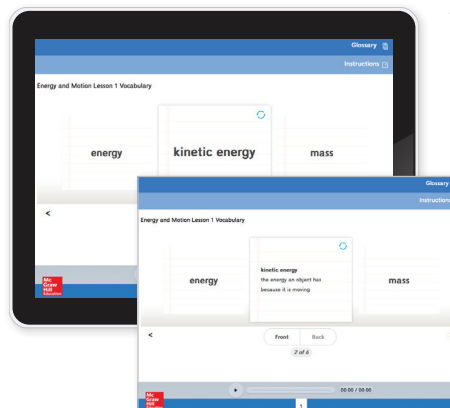
Integrate literacy with science instruction to help your students build literacy skills while they are learning science.



Make fictional and informational text connections with Science Paired Read Aloud books.



Build summary and text evidence skills with leveled readers.



Vocabulary interactives reinforce important terminology and key concepts in a fun and engaging way.



FilamentGames

The Georgia Inspire Science digital learning games (developed by Filament Games) teach and reinforce deeper conceptual science understanding by immersing students in experimental learning through play.

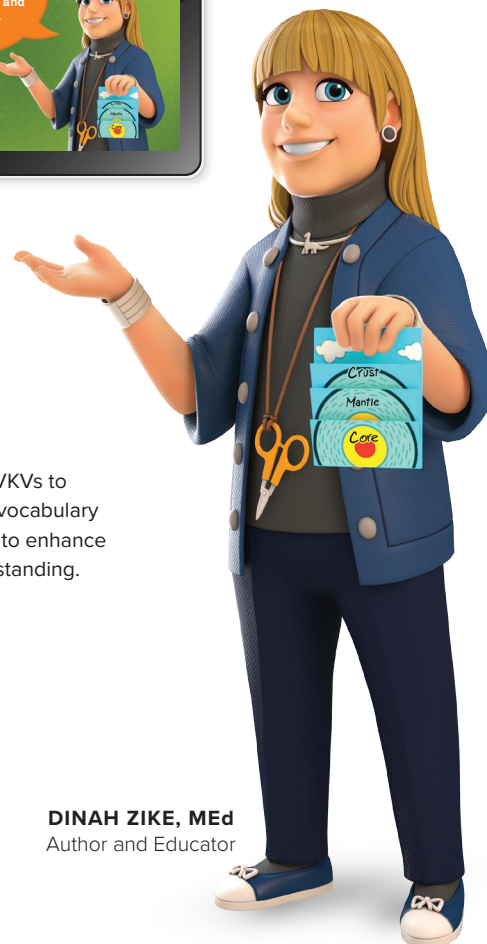
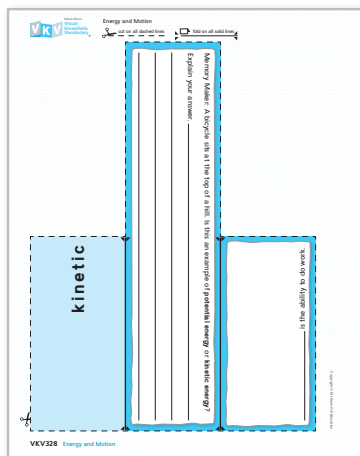
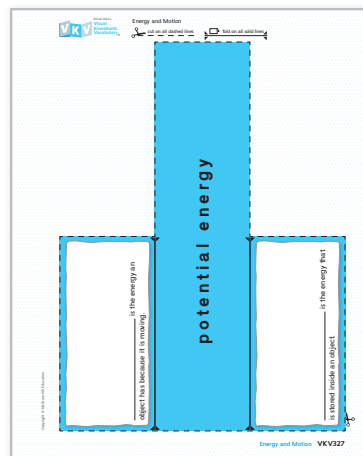
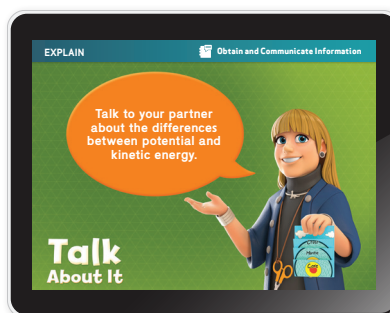
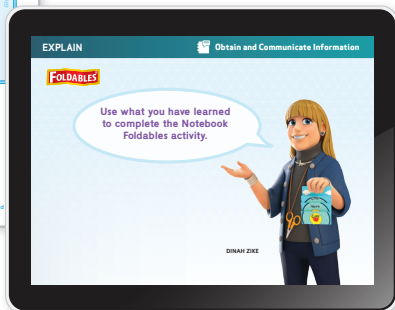
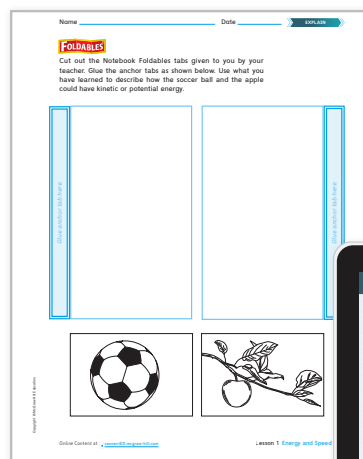


ERIK
Video Game Designer

▼ Explain

Further the Explanation with Dinah Zike's Foldables® and VKVs

Use Dinah Zike's Notebook Foldables® as a tool to organize important lesson information and Visual Kinesthetic Vocabulary to help students construct meaning and master lesson vocabulary.

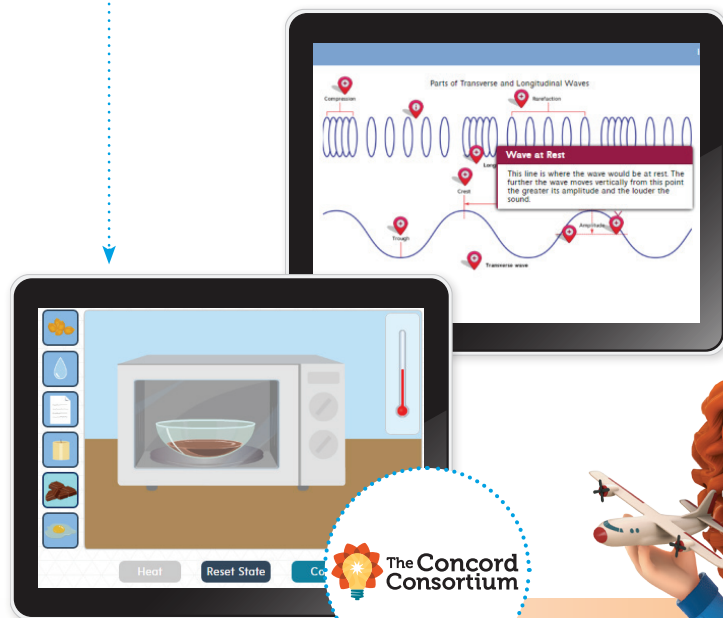


▼ Elaborate

Elaborate

Help your students revise their thinking by reflecting on past answers to see how their judgment has evolved. They will explore new options for further refinement of their understanding through investigations, modeling, research, and communicating with data and evidence.

Students will conduct research and participate in inquiry activities, simulations, interactives, and more to further their understanding and communicate their findings.



We have partnered with The Concord Consortium to create simulations that provide interactive models that would be difficult to replicate in a classroom.

ELABORATE Name _____ Date _____

Research, Investigate, and Communicate

Plants in Different Environments

Research You will research a plant in an environment that is different from where you live.

Ask a Question What question will your research help to answer?

How do plants survive in the desert?

Record Data Research a plant that lives in the environment. Draw a picture of the plant and its environment.

122 Module: Plants and Animals

In the Elaborate phase, students expand on what they've learned. In this lesson, students will make another model of a plant, in a new environment.



EMILY
Aerospace Engineer

▼ Evaluate

Evaluate

Guide students to demonstrate their understanding of the Essential Question and phenomenon by completing a final performance task, e-Assessment questions, and the “I Did” statements.

Students reflect on the lesson, then rate themselves on their level of content understanding and their proficiency of the Science and Engineering Practices that were targeted in this lesson.

Name _____ Date _____ EVALUATE

Essential Question
How do body parts help animals?

Think about the video of the sea turtle at the beginning of the lesson. Use what you have learned to tell how body parts help animals survive.

Sample answer: The body parts of an animal...
help the animal get what it needs to live. A
sea turtle's fins help it swim to find food. Its
hard shell protects its body.

Science and Engineering Practices
I did construct an explanation.

Rate Yourself
Color in the number of stars that tell how well you did construct an explanation.

Now that you're done with the lesson, rate how well you did.

★ ★ ★


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Lesson 3 Parts of Animals 139

EVALUATE Performance Task









Animal Parts

You will show how an animal uses its body parts to get what it needs.

Make a Prediction Which body parts help an animal get what it needs?



Determine whether each object produces light or does not produce light.

Produces Light		Does Not Produce Light	
			
			


You can assign ready-made lesson tests, or customize a test to your liking.



HIRO
Ocean Engineer

EVALUATE Science and Engineering Practices

I did construct an explanation.



The “I Did” statements allow students to revisit the Science and Engineering Practices.

Module Wrap Up

Each module closes with a Performance Project that gives students the opportunity to engage in a design challenge that aligns with the module's content.

Lesson Plan

Changes I... Module O...

Module Overview

► Module at a Glance

Energy and Motion Lesson 1: Energy and Speed

Energy and Motion

Transfer of Energy

Structures and Functions of Living Things

Wave Patterns and Information Transfer

Patterns of Earth's Changing Features

Natural Hazards

Module Opener

Lesson 1: Energy and Speed

Lesson 2: Energy Change in Collisions

Module Wrap Up

Parts of Transverse and Longitudinal Waves

Wave at Rest

This line is where the wave would be at rest. The further the wave moves vertically from this point the greater its amplitude and the louder the sound.

Students will define a problem and complete a performance task where they develop, test and manipulate variables to create a design a solution.

MODULE WRAP-UP

Design a Solution

Name _____ Date _____ MODULE WRAP-UP

Roller coasters are designed using knowledge of the relationship between energy and speed.

Explain the relationship between energy and motion that you observed in the roller coaster model. Use the words kinetic energy and potential energy to describe the motion of the marble. Use the word transfer to explain the collision between the two marbles.

Sample answer: The marble at the beginning had a lot of potential energy. When it started to move, it had increasing kinetic energy. When it ran into the other marble, it transferred some of that kinetic energy to that marble, which caused it to move.

Explore More in Our World

Did you learn the answers to all of your questions from the beginning of the module? If not, how could you design an experiment or conduct research to help answer them?

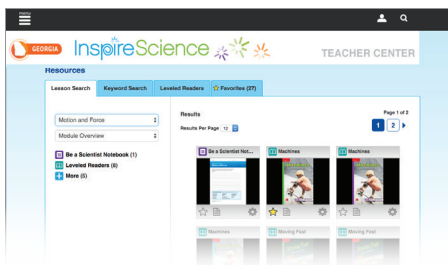
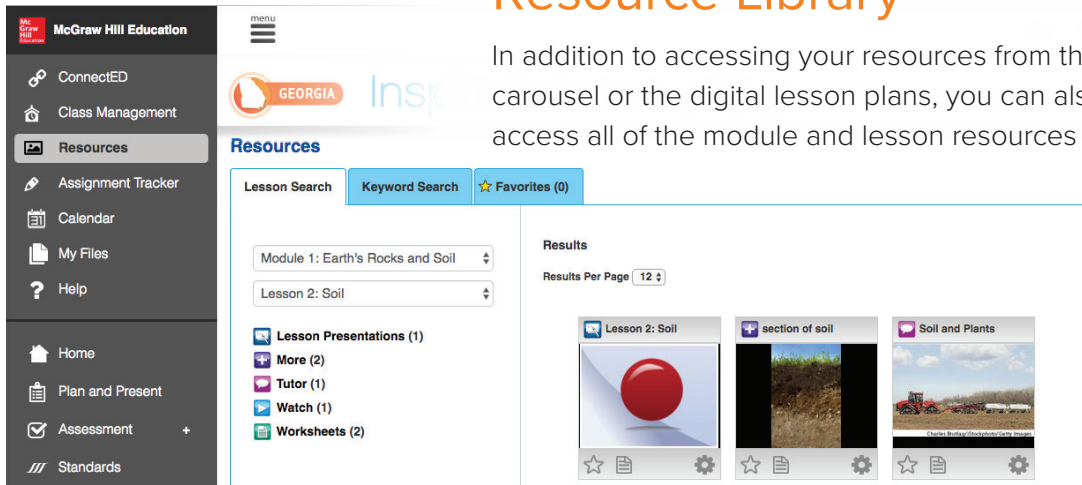
Module Wrap-Up Energy and Motion 35



Students will demonstrate their proficiency of the performance expectation by communicating their design solution.

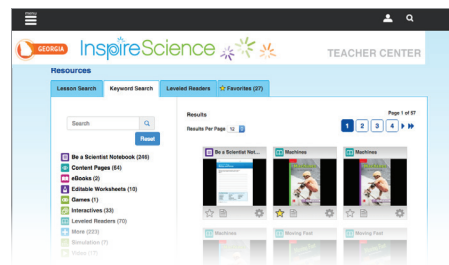
Resource Library

In addition to accessing your resources from the lesson resources carousel or the digital lesson plans, you can also search, preview, and access all of the module and lesson resources in the resource library.



Lesson Search

Access program resources including the Be A Scientist Notebook, Science Handbook (Grades 3-5, in English and Spanish), and Teacher's Edition PDFs by module and lesson.

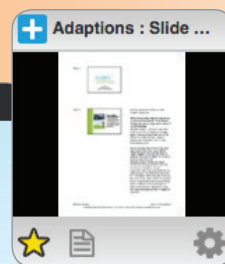
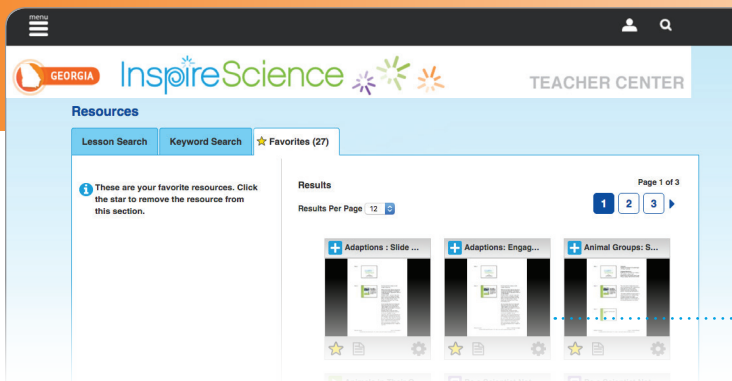


Keyword Search

Refine resource searches with a simple keyword search or by selecting a resource type.

Favorites

You can easily make any resource a "favorite" from anywhere in the digital experience and access it from the favorites tab within the resource library.



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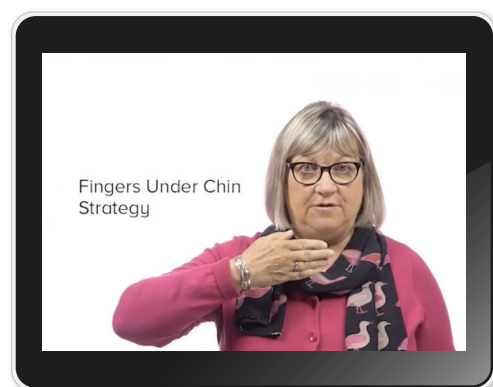
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Development



Professional Development Support

Georgia Inspire Science comes with extensive support and professional development to ensure that you are able to teach every one of our science lessons with great success—and feel like a real science guru, too!

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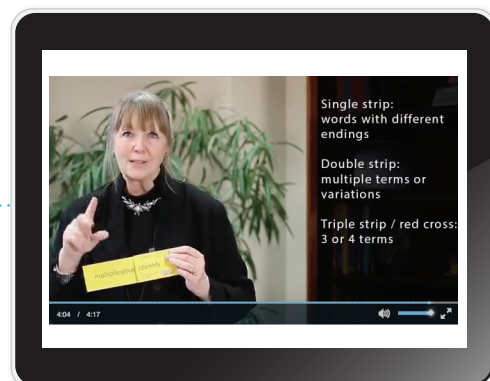


Page Keeley Video Library

You'll love the techniques Page Keeley, MEd shares in these videos for how to get the most out of your science probes.

Dinah Zike Video Library

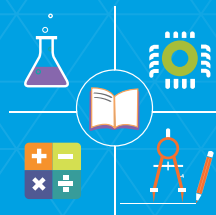
Dinah Zike, MEd demonstrates how to effectively incorporate the use of her VKVs® and Foldables®, designed to provide visual and kinesthetic vocabulary support to challenging science content.





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