

**Mc  
Graw  
Hill**

**Pilot Guide  
K-8**



# **Inspire** **Science**

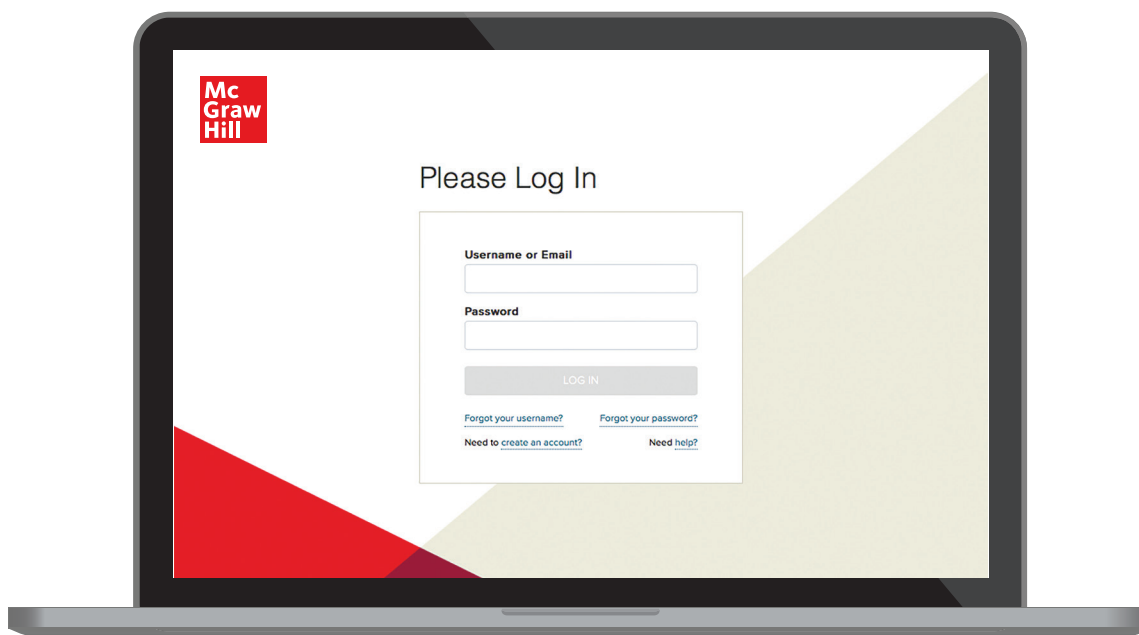
**Explore Our Phenomenal World**

[inspire-science.com](http://inspire-science.com)

# Getting Started

## GO ONLINE

Log onto **my.mheducation.com** to have full access to all of **Inspire Science's** digital resources. Use your personal username and password to access your account. For a step-by-step guide to your pilot account, check out your **Inspire Science** Digital Navigator found in your Pilot Pack or on the Pilot Landing Page.



## QUESTIONS?

Our McGraw-Hill Education team is here to assist you throughout your pilot. For questions about **Inspire Science** online, assistance setting up your account, forgotten login information or other technical issues, please contact your local pilot team representative at **(800) 836-1290** or email your questions to **clientservices@mheducation.com** and a representative will get back to you within 48 hours.

# Welcome to Inspire Science

Dear Educator,

McGraw-Hill Education would like to thank you for piloting **Inspire Science**. We want to ensure your experience engages your students and meets your instructional needs, while allowing you to successfully review the curriculum for your district.

**Inspire Science** provides a phenomenon-driven, collaborative, learning experience designed to help spark your students' interests and empower them to ask questions.

 By fostering student's innate **curiosity**, you elevate their critical thinking.

 By facilitating hands-on **investigation**, you deepen their understanding.

 By encouraging creative problem-solving, you inspire their **innovation**.

As you begin looking at your **Inspire Science** materials, notice the rich print and digital resources available to you that will help you inspire your students, the next generation of innovators. As part of your pilot materials, you will receive a **Inspire Science Program Guide**. Your Program Guide is the best place to get a complete overview of the program. The **Inspire Science Pilot Guide** is available to assist you throughout your pilot process!

Thank you again for your participation in this pilot. We are here to support you every step of the way. Please do not hesitate to reach out to your pilot team for support at any time. You can also visit the Pilot Landing page at any time for **Inspire Science** support.

We hope this experience is inspiring for both you and your students.

Sincerely,

Your Pilot Support Team

# Inspire Science

## Explore Our Phenomenal World

Learning begins with curiosity. Inspire Science is designed to help you spark students' interest and empower them to ask more questions, think more critically, and generate innovative ideas. Students bring solutions to everyday challenges through inquiry-based, hands-on investigations of real-world phenomena. Inspire Science is built with the proven 5E instructional framework and provides an in-depth, collaborative, evidence-based, and project-based learning experience to help you put your K-12 Science students on the path to career and college readiness.

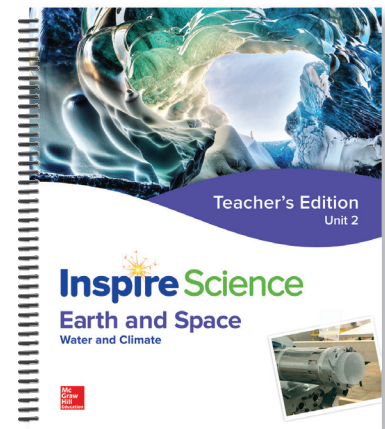
Are you ready to inspire the next generation of innovators?

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# Teacher's Edition: NGSS Success

**Inspire Science** is intentionally designed to gradually build knowledge and skills in all three dimensions. As students progress through the program, their knowledge builds from simpler concepts to more sophisticated ones. Learning progressions are specifically designed to build on prerequisite skills to mastery of Performance Expectations.

Next Generation Science Standards are designed to help you prepare students for career and college readiness through a more innovative approach to K–12 science education. This new approach requires a few shifts in science instruction and learning, and **Inspire Science** is designed to support you through each one.



Example Teacher's Edition



## Key Shifts for NGSS Success:

- Three-Dimensional Learning
- Phenomena-Driven, Inquiry-Based, Hands-On Learning
- Evaluating Performance Over Testing Knowledge
- Integrated Engineering
- Depth Over Breadth
- Progressive Learning

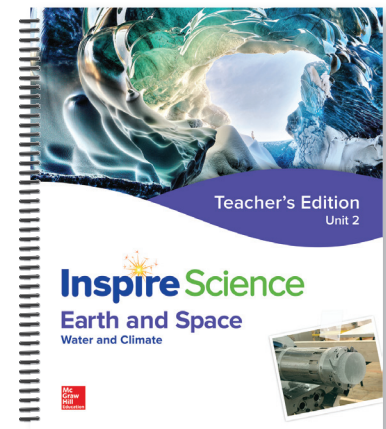


CHECK OUT THE  
ELEMENTARY OR MIDDLE  
SCHOOL PROGRAM GUIDES  
FOR MORE INFORMATION  
ON NGSS SUCCESS

Need a question answered or a consultation with an **Inspire Science** curriculum specialist?  
Email: [clientservices@mheducation.com](mailto:clientservices@mheducation.com), or contact a member of your pilot support team any time!

# Teacher's Edition: Module and Lesson Planner

The Module and Lesson Planner pages provide a high-level look at what students will use to learn including key activities, resources in the module, as well as pacing recommendations to master the Performance Expectations.



Example Teacher's Edition

Module: <b>The Water Cycle</b>																				
<h3>Module Planner</h3> <p>In this module, students will explore water reservoirs and how water cycles among Earth's systems. They will develop and use a model of the water cycle.</p>																				
	<b>Module Opener</b>	<b>Lesson 1:</b> Water in the Atmosphere																		
	<b>Big Idea:</b> What drives the cycling of water among the oceans, atmosphere, land, and organisms?	<b>Essential Question:</b> How does water cycle through the atmosphere?																		
<b>Pacing</b> 1 Day = 45 min	0.5 Days	5 Days																		
<b>Summary</b>	In this module, students will explore water reservoirs and how water cycles among Earth's systems. They will develop and use a model of the water cycle.	Students will explore how thermal energy and gravity affect processes of the water cycle, including evaporation, condensation, and transpiration. They will develop and use models to enhance their understanding of these processes.																		
<b>Inquiry Activities</b>		<b>LAB</b> Into Thin Air <b>LAB</b> Out of Thin Air																		
<table border="1"> <thead> <tr> <th>Lesson 2:</th> <th>STEM Module Project:</th> <th>Module Wrap-Up</th> </tr> </thead> <tbody> <tr> <td>Water on Earth's Surface</td> <td>Dinosaurs and Dew</td> <td></td> </tr> <tr> <td> <b>Essential Question:</b> How does water move through Earth's systems?                             </td> <td></td> <td></td> </tr> <tr> <td>5 Days</td> <td>2 Days</td> <td>1 Day</td> </tr> <tr> <td>Students will continue their exploration of how water cycles among Earth's systems, focusing on precipitation, runoff, and the role of gravity in moving water downhill. They will recognize various reservoirs of water and develop and use models to enhance their understanding of these concepts.</td> <td>Students will apply the concepts they learn throughout the module to develop and use a model of the water cycle.</td> <td>Students will revisit the Module phenomenon and explain their learning.</td> </tr> <tr> <td> <b>LAB</b> Make It Rain  <b>Investigation</b> Streaming By  <b>Investigation</b> Rivers of Ice                             </td> <td> <b>Science Challenge</b> Dinosaurs and Dew                             </td> <td></td> </tr> </tbody> </table>			Lesson 2:	STEM Module Project:	Module Wrap-Up	Water on Earth's Surface	Dinosaurs and Dew		<b>Essential Question:</b> How does water move through Earth's systems?			5 Days	2 Days	1 Day	Students will continue their exploration of how water cycles among Earth's systems, focusing on precipitation, runoff, and the role of gravity in moving water downhill. They will recognize various reservoirs of water and develop and use models to enhance their understanding of these concepts.	Students will apply the concepts they learn throughout the module to develop and use a model of the water cycle.	Students will revisit the Module phenomenon and explain their learning.	<b>LAB</b> Make It Rain <b>Investigation</b> Streaming By <b>Investigation</b> Rivers of Ice	<b>Science Challenge</b> Dinosaurs and Dew	
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<b>School-to-Home Resources</b> GO ONLINE for a <b>Letter to Home</b> that will help parents and guardians understand the learning objectives for this module.																				
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<small>2E Module: The Water Cycle THIS INFORMATION IS PROVIDED FOR INDIVIDUAL EDUCATIONAL PURPOSES ONLY AND MAY NOT BE DOWNLOADED OR FURTHER DISTRIBUTED.</small>																				

## ASSESSMENT TOOLS

Preview the different types of Assessment Tools that are available throughout each module.

## SUGGESTED PACING

Suggested Pacing and Lesson Summaries introduce the core concepts that will be taught.

## INQUIRY ACTIVITIES

Found in each lesson as well as a STEM Module Project summary are clearly identified.

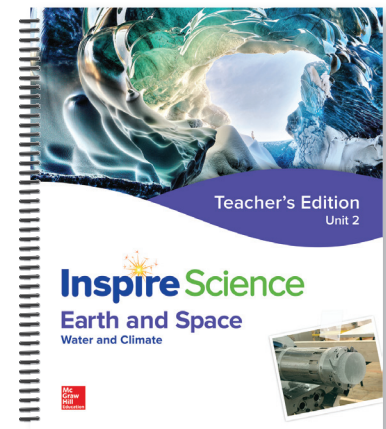
## SCHOOL-TO-HOME RESOURCES

**Inspire Science** provides letters to be sent home that explain the learning objectives that will be taught for each module.

Need a question answered or a consultation with an **Inspire Science** curriculum specialist? Email: [clientservices@mheducation.com](mailto:clientservices@mheducation.com), or contact a member of your pilot support team any time!

# Teacher's Edition: Inquiry Activity Planner

The Inquiry Activity Planner helps you get ready for all inquiry activities in the module, with a summary of the activity, the purpose, pacing and grouping strategies, and needed materials.



Example Teacher's Edition

Module: **The Water Cycle**

## Inquiry Activity Planner

In this module, students will explore water reservoirs and how water cycles among Earth's systems. They will develop and use a model of the water cycle.

Lesson	Inquiry Activity	Materials		
		Consumable	Non-Consumable	
Materials included in the Collaboration Kit are listed in blue.				
Lesson 1	<b>LAB Into Thin Air</b> Purpose: To help students understand the relationship between thermal energy and the rate of evaporation.	30 min	squares of brown paper towel (2), paper plates (2), 10 mL of room temperature water	water dropper, light source, metric ruler, thermometers (2), stopwatch
	<b>LAB Out of Thin Air</b> Purpose: To learn about the process of condensation and the formation of clouds.	30 min	ice, cold water (200 mL), warm water (25 mL), resealable plastic bag	500-mL beaker
Lesson 2	<b>LAB Make It Rain</b> Purpose: To demonstrate how saturation and gravity cause precipitation.	15 min	water	sponge, container
	<b>Investigation Streaming By</b> Purpose: To observe the interaction between surface water and groundwater.	30 min	dry sand, plastic gallon jug	water table with tubing attached, plastic tub, nail or scissors
	<b>Investigation Rivers of Ice</b> Purpose: To show how glaciers form and flow.	30 min		

26 Module: **The Water Cycle**  
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### INQUIRY

Know what type of inquiry students will be doing and see the detailed list of consumable and non-consumable materials.

### MATERIALS

Materials in blue are included in the Collaboration Kits.

### LABS AND INVESTIGATIONS

Hands-On Inquiry is an important aspect of *Inspire Science*. **LABS** and **INVESTIGATIONS** are two ways in which students are encouraged to participate. **LABS** are longer and contain materials from our Collaboration Kits where **INVESTIGATIONS** last roughly 30 minutes and encourage more thinking, researching, and analyzing.

### PACING

Allotted time suggestions are provided to gauge the necessary amount of time to complete an Inquiry Activity.

### PURPOSE

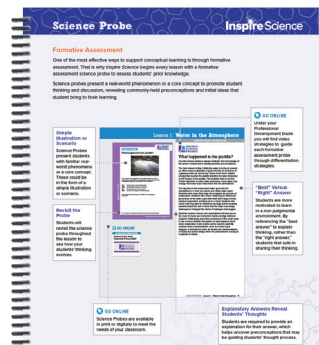
Each Inquiry Activity and the Module Project includes the purpose and plan ahead suggestions.

# Formative Assessment Science Probes

One of the most effective ways to support conceptual learning is through formative assessment. That is why **Inspire Science** begins every lesson with a formative assessment science probe to assess students' prior knowledge.

Science Probes present a real-world phenomenon or a core concept to promote student thinking and discussion, revealing commonly-held preconceptions and initial ideas that student bring to their learning.

Check out the Pilot Landing Page for more information on Formative Assessment.



CHECK OUT THE PROGRAM GUIDE



Lesson 1: **Water in the Atmosphere**

ASSESS PRIOR KNOWLEDGE

LESSON 1 LAUNCH

What happened to the puddle?



Four friends noticed a large puddle on the sidewalk when they walked to school in the morning. When they walked home, the puddle was gone. They wondered what happened to the water that was in the puddle.

Desi: I think the water seeped into the cement.  
Trudy: I think the water went up into the clouds.  
Max: I think the water is in the air around us.  
Carli: I think the Sun changed it into something else.

Circle the student you most agree with. Explain why you agree with that student.

You will revisit your response to the Science Probe at the end of the lesson.

SCIENCE PROBE Lesson 1 Water in the Atmosphere 5

GO ONLINE

INTERACTIVE PRESENTATION

Science Probe: What happened to the puddle?

PAGE KEELEY SCIENCE PROBES

SCIENCE PROBE Lesson 1 Water in the Atmosphere 5

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## INSPIRE TIP:

Resist the temptation to give students the answer to the probes, or even hints! Student preconceptions are revealed as they use reasoning and evidence to support their answers. Alter the lessons based on your students' responses. Students' own preconceptions might lead them to the wrong answer, but they will revisit the probe throughout the lesson to see how their thinking has changed.

## GO ONLINE

Looking to spark conversation? Getting students talking about science is fun and easy with Page Keeley's productive discussion strategies. While a strategy is recommended for each science probe, over 20 strategy videos are included with **Inspire Science**. Visit the Professional Learning located under Course Materials tab to watch these videos.

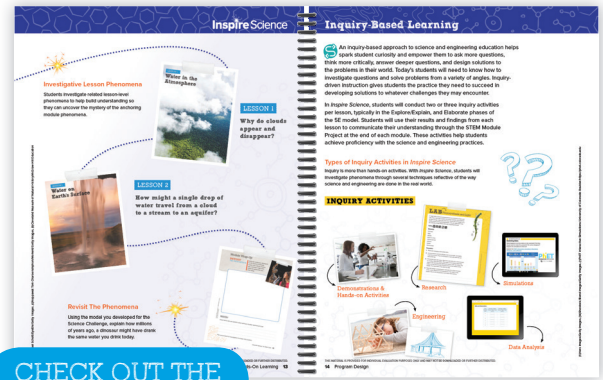
## INSPIRE ALL STUDENTS:

The complex language of science can get in the way of your English Language learners accessing the content. At the module and lesson level of your Teacher's Edition, **Inspire Science** offers scaffolded activities that give specific language support to Emerging, Expanding, and Bridging English Language learners.

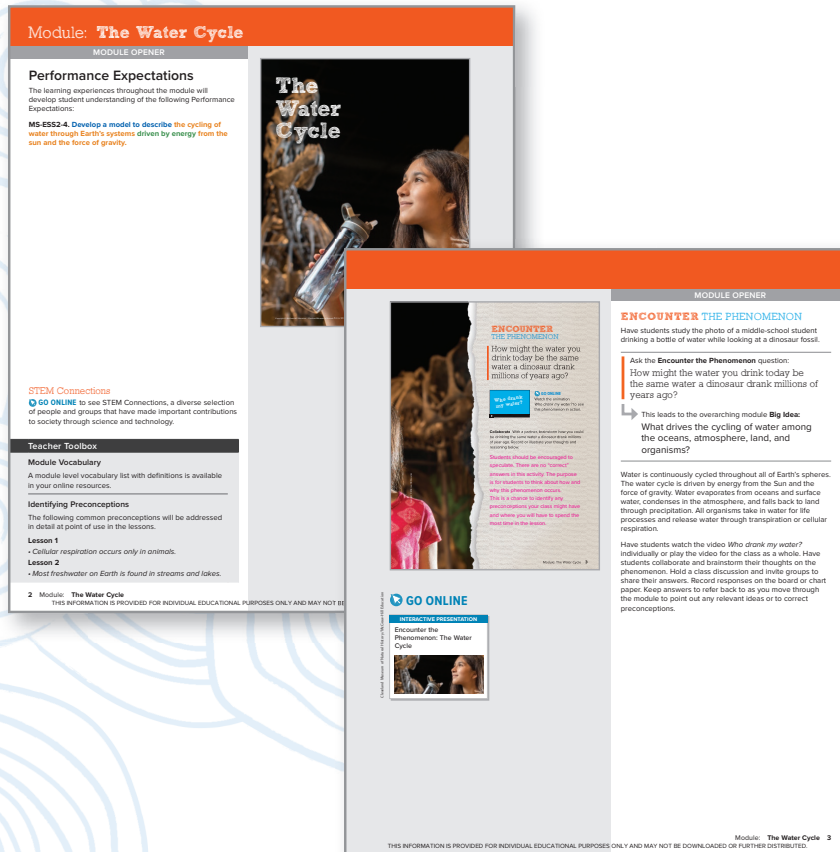
# Phenomena-Driven Learning

Every day, we are surrounded by natural phenomena that pique our curiosity. In **Inspire Science**, these phenomena are the centerpiece of each module and lesson to engage students and inspire them to investigate key science and engineering concepts through their three-dimensional learning experience. As students investigate each lesson-level phenomenon, they will gather their Claim, Evidence, and Reasoning to solve and explain the anchoring module-level phenomenon.

Check out the Pilot Landing Page Page for more information on Phenomena.



CHECK OUT THE PROGRAM GUIDE



**INSPIRE TIP:**  
Look for the “Encounter the Phenomenon” labeling found at the beginning of each module and lesson. Throughout the lesson students will be directed to revisit their earlier understandings to see how their thinking has changed and uncover the mystery of the anchoring module phenomena.

**GO ONLINE**  
Use Phenomenon Videos to encourage your students to experience the phenomenon up close. These videos are found online on the Module Opener tab or at the lesson level in the Engage tab.

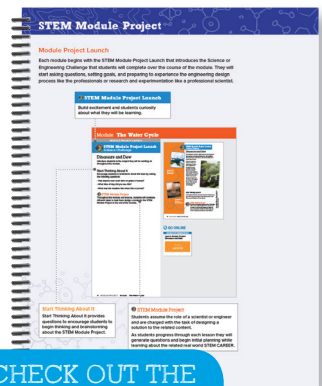
**INSPIRE ALL STUDENTS:**  
Phenomenon-driven instruction levels the playing field for learners by allowing them to access the core science content through a shared experience observing a highly relevant real-world phenomenon. When students feel a personal connection to the phenomenon they are more invested in aggregating the knowledge needed to explain the event. It is through these shared occurrences and supported instruction that learning is truly accessible to **ALL** students as they work towards achieving their learning goals.

# STEM Module Project

Each Module of *Inspire Science* begins with the STEM Module Project. Your students will assume the role of a scientist or an engineer and are charged with the task of designing a solution to the related Science or Engineering challenge. After each lesson, they will reflect on that they have learned and how that can be applied to their project.

Build excitement and get students curious about what they will be learning with STEM Project that introduces the Science or Engineering Challenge then challenges students the task of designing a solution.

Check out the Pilot Landing Page for more information on STEM Module Projects.



CHECK OUT THE PROGRAM GUIDE

**Module: The Water Cycle**  
MODULE PROJECT LAUNCH

**STEM Module Project Launch**  
Science Challenge

### Dinosaurs and Dew

Introduce students to the project they will be working on throughout this module.

**Start Thinking About It**  
Encourage students to brainstorm about this topic by asking the following questions:

- Has anyone ever seen dew on grass or leaves?
- What time of day did you see this?
- What was the weather like when this occurred?

**STEM Module Project**  
Throughout the module and lessons, students will complete different tasks to help them design a model for the STEM Module Project at the end of the module.

**Lesson 1**  
Water in the Atmosphere

**Lesson 2**  
Water on Earth's Surface

**STEM Module Project Launch**  
Science Challenge  
**Dinosaurs and Dew**  
You have been invited to attend science camp. A goal for each camper is to take something he or she observed during the camp and model it at the Science Festival on the last day of camp.  
One sunny morning when you are at the camp, you notice dew on a fern and wonder how it formed. The camp counselor tells you that Earth's continuous cycles its water supply. In fact, the same water you see on the fern was around during the time of the dinosaurs. He suggests you create a terrarium for your camp project to model how this could happen.

**Start Thinking About It**  
In the image above you see water droplets collecting on a fern. Where do you think the water droplets came from? Discuss your thoughts with your group.

**STEM Module Project**  
Planning and Completing the Science Challenge  
How will you meet this goal? The concepts you will learn throughout this module will help you plan and complete the Science Challenge. Just follow the prompts at the end of each lesson!

**GO ONLINE**  
INTERACTIVE PRESENTATION  
Launch Module Project: Dinosaurs and Dew  
Project LAUNCH

4 MODULE PROJECT Module: The Water Cycle  
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**INSPIRE TIPS:**  
*Inspire Science* was built with Crosscutting Concepts (CCC) seamlessly embedded into the program. Look for the call-outs throughout the program.

**GO ONLINE**  
Go Online to find the Math and Literacy Handbook. Each of these handbooks provides background information, student support, and examples that get students ready to make the connections.

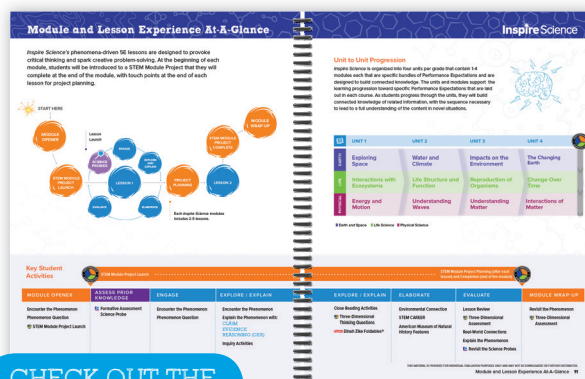
**INSPIRE ALL STUDENTS:**  
Provide your advanced learners and gifted learners with challenging activities that identify the Depth of Knowledge (DOK). Offering Approaching, On, and Beyond Level Support, in the differentiated instruction strategies for each module and lesson.

# 5E Instructional Support

The 5E Instructional Model provides a proven, research driven lesson flow with the flexibility to adjust as needed for your classroom needs.

**Inspire Science** includes a variety of assessment options to support teachers with differentiation strategies and support students on their journey to mastery of the Performance Expectations.

Check out the Pilot Landing Page for more information on the Inspire Science 5E Instructional Model.



CHECK OUT THE PROGRAM GUIDE

**Lesson 1: Water in the Atmosphere**

**Lesson Objective**  
Students will explore how thermal energy and gravity affect processes of the water cycle, including evaporation, condensation, precipitation, transpiration, and crystallization. They will develop and use models to enhance their understanding of these processes.

**DCI Disciplinary Core Ideas in This Lesson**  
**ESS2.C The Roles of Water in Earth's Surface Processes**

- Water continually cycles among land, ocean, and atmosphere via transpiration, evaporation, condensation and crystallization, and precipitation, as well as downhill flows on land.
- Global movements of water and its changes in form are propelled by sunlight and gravity.

*Note: Bold text indicates this part of the DCI is covered in this lesson.*

**ENCOUNTER THE PHENOMENON**  
Have students study the photo of clouds.

Ask the **Encounter the Phenomenon** question:  
Why do clouds appear and disappear?

This leads to the overarching lesson **Essential Question**:  
How does water cycle through the atmosphere?

Water cycles through the atmosphere by evaporation, condensation, and precipitation. Clouds form due to evaporation and condensation and disappear due to evaporation.

After this lesson, students should understand the Essential Question and be able to answer it. Have students write the question in their Science Notebook. Repeat the question as you cover its relevant content.

Have students watch the video **Head in the Clouds** individually or play the video for the class as a whole. Have students record their thoughts on why the phenomenon occurs.

**GO ONLINE**  
Interactive Presentation: Encounter the Phenomenon: Water in the Atmosphere

**Guiding Questions**  
**ASK:** What happened to the clouds during the video? Parts of the cloud seemed to appear and disappear.

**ELP:** Why do you think the clouds changed? The clouds changed because the amount of water vapor in the air changed.

**EL Support**  
**ELD.PI.8.2:** Guide students in using a select number of academic and content-specific words as well as knowledge of affixes to discuss why clouds change.

**EMERGING:** Demonstrate the meanings of appear and disappear with gestures and classroom reality. Support students in answering the first question with a sentence frame: Parts of the cloud seemed to \_\_\_\_ and \_\_\_\_.

**EXPANDING:** Discuss the meanings of appear and disappear by explaining that dis- can give a verb the opposite meaning. Support students in answering the first question with a sentence frame: Parts of the \_\_\_\_ seemed to \_\_\_\_ and \_\_\_\_.

**BRIDGING:** Elicit what the prefix dis- means in the context of disappear. Then have students answer the two questions in their responses to the second question, encourage students to use opinion words/phrases such as *Maybe* or *I think*, as well as words that express reason, like *because*.

## INSPIRE TIPS:

**Inspire Science's** phenomena-driven 5E lessons are designed to provoke critical thinking and spark creative problem-solving. Use the 5E lessons in Inspire Science to encourage deeper thinking in each and every student.

## GO ONLINE

Go Online to find support at every step of each 5E lesson in **Inspire Science**. Each lesson includes online LAB support to Foldables to encourage students to drive their own learning.

## INSPIRE ALL STUDENTS:

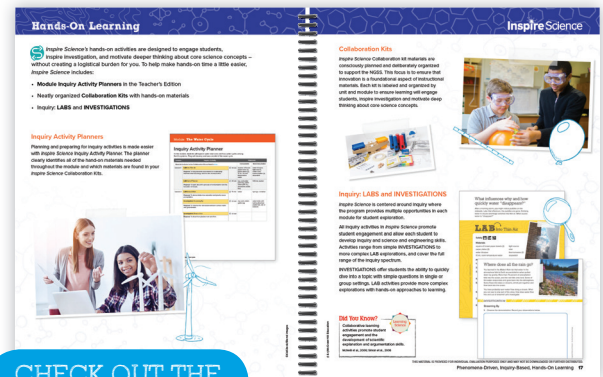
Challenge your students to push themselves to be the best and do the best they can. All students learn differently and **Inspire Science** provides opportunities for all learners to be successful. .

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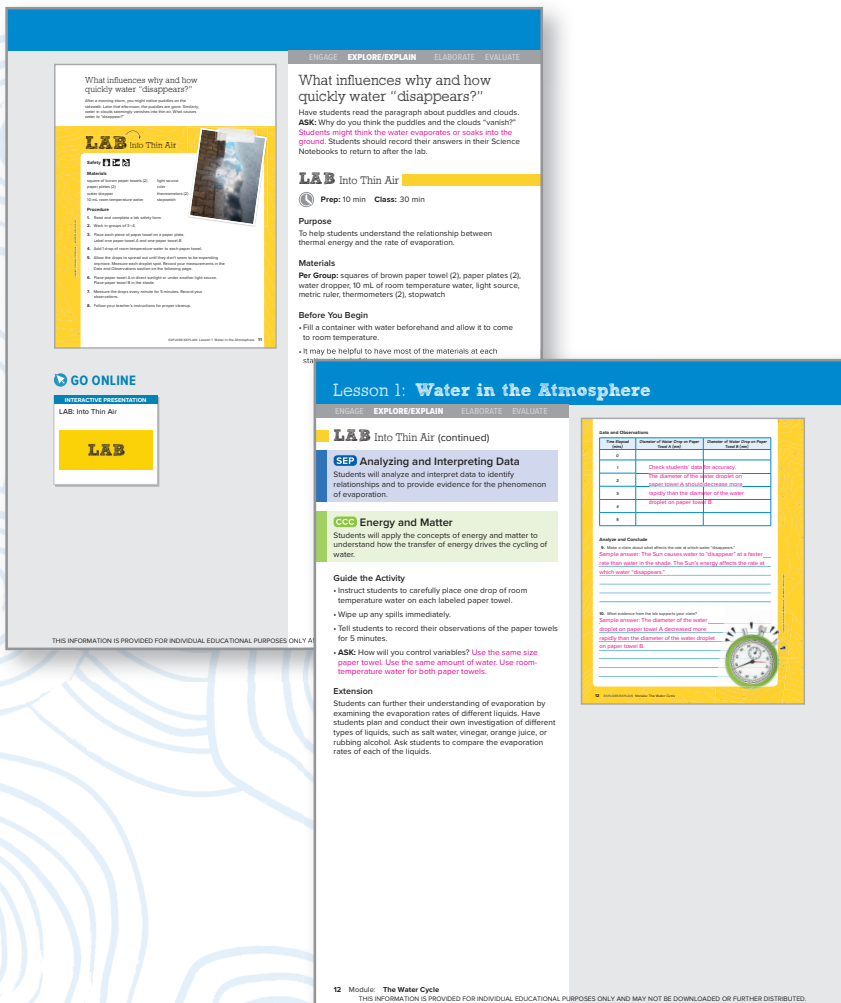
# Inquiry-Based Learning

Every lesson in **Inspire Science** offers multiple inquiry-based activities. Inquiry-driven instruction gives your students the practice they need to succeed in developing solutions to whatever challenges they encounter. Your students will conduct two or three inquiry activities per lesson. They will use their findings from these activities to communicate their understanding through the STEM Module Project.

Check out the Pilot Landing Page for more information on Inquiry-Based Learning.



CHECK OUT THE PROGRAM GUIDE



**INSPIRE TIPS:**  
Inquiry is more than hands-on activities. With **Inspire Science**, students investigate phenomenon through several techniques, such as data analysis, engineering, hands-on, research, and simulations. Check out the Inquiry Activity Planner at the beginning of each module to see how, what, and where your students will be participating in inquiry activities.

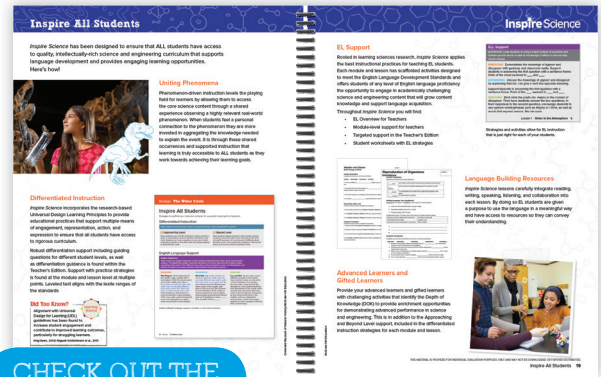
**GO ONLINE**  
Inquiry videos demonstrate the hands-on activities and provide direction and inspiration for the STEM Module Projects. Find them online in the Professional Learning Library under course materials.

**INSPIRE ALL STUDENTS:**  
The level of support needed in your classroom for the Inquiry activities may be adjusted based on your students and the content. Use the Inquiry Spectrum, with every inquiry activity, to help guide your instruction.

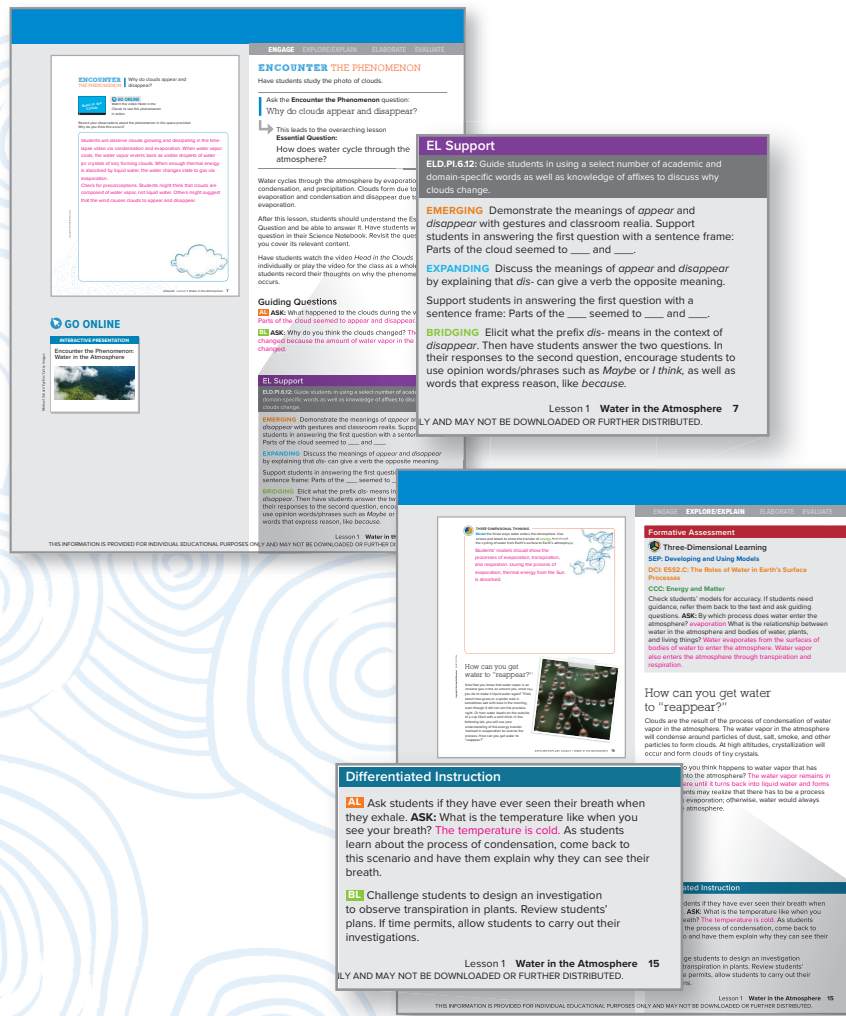
# Differentiation and EL

Rooted in learning sciences research, *Inspire Science* applies the best instructional practices for teaching EL students. Each module and lesson has scaffolded activities designed to meet the English Language Development Standards and offers students of any level of English language proficiency the opportunity to engage in academically challenging science and engineering content.

Check out the Pilot Landing Page for more information on Differentiation and EL.



CHECK OUT THE PROGRAM GUIDE



**INSPIRE TIPS:**  
*Inspire Science* has been designed to ensure that **ALL** students have access to quality, intellectually-rich science and engineering curriculum that supports language development and provides engaging learning opportunities. Encourage **ALL** students to engage with the phenomena provided to depend thinking and understanding of the topic at hand.

**GO ONLINE**  
 Go Online to find additional scaffolded strategies for instruction including: Approaching Level and Beyond Level support.

**INSPIRE ALL STUDENTS:**  
*Inspire Science* lessons carefully integrate reading, writing, speaking, listening, and collaboration into each lesson. By doing so EL students are given a purpose to use the language in a meaningful way and have access to resources so they can convey their understanding.

Need a question answered or a consultation with an *Inspire Science* curriculum specialist?  
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# Assessment

With *Inspire Science* you and your students will use the Claim, Evidence, Reasoning (CER) framework to explore and explain phenomena. Through brainstorming, students will make a claim and use evidence from the inquiry activities to support the reasoning of their argument. The Claim, Evidence, Reasoning framework is built into the students' interactive Student Editions and the Teacher's Editions where appropriate within the modules. As students progress through the grade levels, CER will go from being led by you, the teacher, to a student-driven process, as their skills, understanding, and autonomy develop.

Check out the Pilot Landing Page for more information on Assessment in Inspire Science.

**Next Generation Assessment Strategies**

Inspire Science includes a variety of assessment options to support teachers with differentiated strategies and support students on their journey to mastery of the Performance Expectations.

**Formative Assessment**  
Formative assessment facilitates student reflection on their learning progress and allows teachers to identify differentiating instruction. You can track learning progress throughout each module and across the course.

**Summative Assessment**  
Summative assessment tools at the module and course level help measure learning and progress of student skills to the Performance Expectations.

**Diagnostic Assessment**  
Diagnostic assessment tools help identify student strengths and weaknesses at the start of the course, allowing you to tailor instruction to meet the needs of all learners.

**Learning Connections**  
Learning Connections are designed to help students connect their learning to real-world applications and to support their understanding of the science concepts.

CHECK OUT THE PROGRAM GUIDE



**Lesson 1: Water in the Atmosphere**

**CLAIM EVIDENCE REASONING**

**EXPLAIN THE PHENOMENON**  
CER (Claim-Evidence-Reasoning) is a strategy used to teach students how to construct explanations and craft scientific arguments.

**CLAIM**  
A scientific claim answers a question or offers a solution to a problem. After completing the inquiry activity, have students read the **Explain the Phenomenon** paragraph. Give students time to reflect and brainstorm, then have each student use the scientific method to write a claim. Claims should take a clear stand on why clouds appear and disappear.

**EVIDENCE**  
Scientific evidence is information that supports or contradicts a claim. This information can come from a variety of sources. Research, experimentation, or data interpretation are common sources of scientific evidence. In science, it is important to have multiple pieces of evidence to support your claim. Encourage students to return to their claim and add evidence of multiple parts in the lesson. If students opened their evidence to support their claim, they will need to continue to investigate.

**REASONING**  
Students will apply scientific reasoning as they construct explanations to show why their evidence supports their claim about why clouds appear and disappear.

**GO ONLINE**  
INTERACTIVE PRESENTATION  
CER: Explain the Phenomenon  
CLAIM EVIDENCE REASONING

**Formative Assessment**  
**Three-Dimensional Learning**  
Learn, Engage and Make Meaning  
CC.8-ESS2-3 The Roles of Water in Earth's Surface Processes  
CC.8-ESS2-4 Energy and Matter  
Check student models for accuracy. Students need guidelines, refer them back to the text and ask guiding questions. Ask by which process does water enter the atmosphere? Reasoning: What is the relationship between water in the atmosphere and liquid water on the ground? Reasoning: How does the process of condensation cause water to form clouds? At high altitudes, crystallization will occur and form clouds of the sky.

**How can you get water to "reappear"?**  
Clouds are the result of the process of condensation of water vapor in the atmosphere. The water vapor in the atmosphere condenses into tiny droplets of water. These droplets combine to form clouds. At high altitudes, crystallization will occur and form clouds of the sky.

**Additional Resources**  
Lesson Check: Water in the Atmosphere  
LearnSmart

**INSPIRE TIPS:**  
Look for reminders throughout the lesson for students revisit their claims and add evidence and construct their reasoning. This is an ongoing process that supports inquiry by encouraging continued questioning and deeper understanding.

**GO ONLINE**  
**LEARNSMART** with **SmartBook** transforms the way your students read. A proven, adaptive learning program, **LearnSmart** individualizes instruction to help students study more efficiently and retain more knowledge.

**INSPIRE ALL STUDENTS:**  
With *Inspire Science's* Next Generation Assessment Online tools, in partnership with Measured Progress, you'll know what to expect and how to prepare your students for success with mastery of the Performance

Need a question answered or a consultation with an *Inspire Science* curriculum specialist? Email: [clientservices@mheducation.com](mailto:clientservices@mheducation.com), or contact a member of your pilot support team any time!

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