Quarter	Dates	Amplify Core Content Unit: Patterns of Earth and Sky (22 Lessons) Modeling Matter (22 Lessons)
Q1	Aug. 21-23	Community Building/Routines and Procedures
	Aug. 26-29	Chapter 1: Why don't we see a lot of stars in the daytime? Lessons: 1.1 Pre-Unit Assessment 1.2 Earth and Stars in Space 1.3 How Big is Big? How Far is Far?
	Sept. 3-6	Lessons: 1.4 Distances to the Stars 1.5 Investigating Size and Distance 1.6 The Brightness of Starlight
	Sept. 9-13	Lessons: 1.7 Explaining When We See Stars Chapter 2: Why is the sun up sometimes, but not other times? Lessons: 2.1 Observing Patterns 2.2 The Daily Pattern
	Sept. 16-20	Lessons: 2.3 What We See We Spin 2.4 Which Way Is Up? 2.5 How Does Up Change?

Quarter	Dates	Amplify Core Content Unit: Patterns of Earth and Sky (22 Lessons) Modeling Matter
Q1	Sept. 23-27	 2.6 Explaining the Effects of Earth's Spin Chapter 3: Why do we see different stars at different times of year? Lessons: 3.1 Stars Through the Year 3.2 Modeling Earth's Orbit
	Sept. 30- Oct. 4	Lessons: 3.3 Seeing Stars for a Year 3.4 Dog Days of Summer 3.5 Modeling Constellations over Time 3.6 End of Unit Assessment
	Oct. 7-11	Flex Week
	Oct. 14-18	Chapter 4: How can we investigate why we see different stars on different nights Lessons: 4.1 Star Scientist 4.2 Planning Investigations 4.3 Students' Investigations of Constellations or Stars

Quarter	Dates	Amplify Core Content Unit: Patterns of Earth and Sky Modeling Matter (22 Lessons)
Q1	Oct. 21-25	Unit: Modeling Matter Chapter 1: Why did the food coloring separate into different dyes? Lessons: 1.1 Pre-Unit Assessment 1.2 Introducing Food Science
	Oct. 28- Nov. 1	Lessons: 1.3 Made of Matter 1.4 Separating a Food-Coloring Mixture 1.5 Exploring Another Model of Chromatography

Quarter	Dates	Amplify Core Content Unit: Modeling Matter (22 Lessons) & The Earth System
Q2	Nov. 4-8	Lessons: 1.6 Nanovision Models of Chromatography 1.7 Break It Down 1.8 Evaluating Chromatography Models
	Nov. 11-15	 1.9 Revising Chromatography 1.10 Explaining Chromatography Chapter 2: Why do some salad dressings have sediments, and others do not? Lessons: 2.1 (Investigating Flavor Ingredients),
	Nov. 18-22	Flex Week
	Nov. 25-29	No School (Thanksgiving Break)
	Dec. 2-6	Lesson: 2.2 (Investigating Dissolving), 2.3 (Reading About Dissolving), and 2.4 (Models of Solubility)
	Dec. 9-13	2.5 (Making Sense of Solubility) Chapter 3: Why can salad-dressing ingredients separate again after being mixed? Lesson: 3.1 (Investigating Attraction) and 3.2 (Science You Can't See)
	Dec. 16-20	Lessons: 3.3 (Modeling Mixtures) 3.4 (Investigating Emulsifiers), and 3.5 (Models of Emulsifiers)

Quarter	Dates	Amplify Core Content Unit: The Earth System (26 Lessons)
Q2	Dec. 23-27	Winter Break
	Dec. 30-Jan. 3	
	Jan. 6-10	Lessons: 3.6 (Creating Digital Models of Emulsifiers) and 3.7 (End-of-Unit Assessment)
	Jan. 13-17	Flex Week
	Jan. 20-24	Unit: The Earth System Chapter 1: Why is East Ferris running out of water while West Ferris is not? Lessons: 1.1 (Pre-Unit Assessment), 1.2 (Water Shortages, Water Solutions) and 1.3 (Explaining the East Ferris Water Shortage)

Quarter	Dates	Amplify Core Content Unit: The Earth System (26 Lessons) & Ecosystem Restoration
Q3	Jan. 27-31	The Earth System Chapter 2: Why does more rain form over West Ferris than East Ferris? Lessons: 2.1 (Investigating Water Drop Formation) 2.2 (From Water Vapor to Liquid Water), and 2.3 (A Nanoscale View of Condensation)
	Feb. 3-7	Lesson: 2.4 (Investigating Evaporation) 2.5 Drinking Cleopatra's Tears, and 2.6 (Explaining How Raindrops Form)
	Feb. 10-14	 2.7 (Designing Freshwater Collection Systems) 2.8 (Engineering Clean Water) Chapter 3: Why is more water vapor getting cold over West Ferris than East Ferris? Lesson: 3.1 (Investigating Where Raindrops Form)
	Feb. 17-21	Lesson: 3.2 (Making Sense of Where Raindrops Form), 3.3 (Explaining Why It Rains) and 3.4 (iterating on Freshwater Collection Systems)
	Feb.24-28	Chapter 4: Why is there more water vapor high up over West Ferris than East Ferris? Lessons: 4.1 (Investigating the Movement of Water Vapor), 4.2 (Investigating Rainfall Distribution), 4.3 (End-of-Unit Assessment Part 1)
	Mar. 3-7	Flex Week
	Mar. 10-14	Chapter 5: How can East Ferris turn wastewater into clean freshwater? Lessons: 5.1 (Investigating Wastewater Treatment), 5.2 (Chemical Reactions Everywhere), and 5.3 (Chemical Reactions at the Nanoscale)

Quarter	Dates	Amplify Core Content Unit: The Earth System Cont.
Q3	Mar. 17-21	Lessons: 5.4 (Controlling Chemical Reactions), 5.5 (End-of-Unit Assessment Part 2) and 5.6 (Reflecting on Water Availability)
	Mar. 24-28	Flex Week
	Mar. 31- Apr. 4	Flex Week

Quarter	Dates	Amplify Core Content Unit: Ecosystem Restoration (22 Lessons)
Q4	April 7-11	Chapter 1: Why aren't the jaguars and sloths growing and thriving? Lessons: 1.1 (Pre-Unit Assessment), 1.2 (Introducing Ecosystems) and 1.3 (Matter Makes It All Up)
	April 14-18	Lessons: 1.4 (Investigating How Animals Grow), 1.5 (Modeling How Animals Use Food Matter) and 1.6 (The Role of Food in an Ecosystem)
	April 21-25	Lessons: 1.7 (Modeling Food Webs) and 1.8 (Arguments About Animals in the Ecosystem) Chapter 2: Why aren't the cecropia trees growing and thriving? Lessons: 2.1 (Even Plants Need Food)
	April 28-May 2	Lessons: 2.2 (Energy Makes It All Go), 2.3 (How Plants Make Food) and 2.4 (Claims and Evidence About Energy)
	May 5-9	Lessons: 2.5 (Energy in Ecosystems), 2.6 (Why Do Scientist Argue?) and 2.7 (Arguments About Plants in the Ecosystem)
	May 12-16	Chapter 3: Why aren't the cecropia trees growing and thriving in the soil? Lessons: 3.1 (Investigating Soil), 3.2 (Walk in the Woods) and 3.3 (Differences in Soil)
	May 19-23	Lessons: 3.4 (Nutrients and Soil), 3.5 (Decomposers, Nutrients, and Ecosystems) and 3.6 (Arguments About Soil in the Ecosystem)
	May 26-30	Lessons: 3.7 (End of Unit Assessment)
	June 2-6	Flex Week