

Correlation to the
Florida Course Description for
Science – Grade One
Course Code 5020020



HMH Florida Science Grade 1
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2016-2017 STATE OF FLORIDA INSTRUCTIONAL MATERIALS ADOPTION
STANDARDS ALIGNMENT
COURSE STANDARDS/BENCHMARKS (Form IM7)

BID ID:

3257

SUBMISSION TITLE:

HMH Florida Science Grade 1 ©2019

GRADE LEVEL:

1

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Science – Grade One

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BENCHMARK CODE	BENCHMARK	LESSONS WHERE STANDARD/BENCHMARK IS DIRECTLY ADDRESSED IN MAJOR TOOL (MOST IN-DEPTH COVERAGE LISTED FIRST) (Include the student edition and teacher edition with the page numbers of lesson, a link to lesson, or other identifier for easy lookup by reviewers.)
SC.1.E.5.1	Observe and discuss that there are more stars in the sky than anyone can easily count and that they are not scattered evenly in the sky.	SE: Unit 3, Lesson 1, pp. 91–100; Unit 3 Review, pp. 131–134 TE: Unit 3, Lesson 1, pp. 91A–100A; Unit 3 Review, pp. 131–134 Student Interactive Digital Curriculum: Unit 3, Lesson 1, What Can We See in the Sky? Teacher Digital Management Center: Unit 3, Lesson 1, What Can We See in the Sky?
SC.1.E.5.2	Explore the Law of Gravity by demonstrating that Earth's gravity pulls any object on or near Earth toward it even though nothing is touching the object.	SE: Unit 3, Lesson 4, pp. 121–128; Unit 3 Review, pp. 131–134 TE: Unit 3, Lesson 4, pp. 121A–128A; Unit 3 Review, pp. 131–134 Student Interactive Digital Curriculum: Unit 3, Lesson 4, What is Gravity? Teacher Digital Management Center: Unit 3, Lesson 4, What is Gravity?

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SC.1.E.5.3	Investigate how magnifiers make things appear bigger and help people see things they could not see without them.	<p>SE: Unit 3, Lesson 1, pp. 91–100; Lesson 2, pp. 101–104; Unit 3 Review, pp. 131–134</p> <p>TE: Unit 3, Lesson 1, pp. 91A–100A; Lesson 2, pp. 101A–104A; Unit 3 Review, pp. 131–134</p> <p>Student Interactive Digital Curriculum: Unit 3, Lesson 1, What Can We See in the Sky?, Unit 3, Lesson 2, How Do Magnifiers Work?</p> <p>Teacher Digital Management Center: Unit 3, Lesson 1, What Can We See in the Sky?, Unit 3, Lesson 2, How Do Magnifiers Work?</p>
SC.1.E.5.4	Identify the beneficial and harmful properties of the Sun.	<p>SE: Unit 3, Lesson 3, pp. 109–120; Unit 3 Review, pp. 131–134</p> <p>TE: Unit 3, Lesson 3, pp. 109A–120A; Unit 3 Review, pp. 131–134</p> <p>Student Interactive Digital Curriculum: Unit 3, Lesson 3, What Does the Sun Do?</p> <p>Teacher Digital Management Center: Unit 3, Lesson 3, What Does the Sun Do?</p>
SC.1.E.6.1	Recognize that water, rocks, soil, and living organisms are found on Earth's surface.	<p>SE: Unit 4, Lesson 1, pp. 137–148; Unit 4, Lesson 2, pp. 151–154; Unit 4, Lesson 3, pp. 155–166; Unit 4 Review, pp. 179–182</p> <p>TE: Unit 4, Lesson 1, pp. 137A–148A; Unit 4, Lesson 2, pp. 151A–154A; Unit 4, Lesson 3, pp. 155A–166A; Unit 4 Review, pp. 179–182</p> <p>Student Interactive Digital Curriculum: Unit 4, Lesson 1, What Can We Find on Earth?; Unit 4, Lesson 2, What Can We Observe About Rocks?; Unit 4, Lesson 3, Where Can We Find Water?</p> <p>Teacher Digital Management Center: Unit 4, Lesson 1, What Can We Find on Earth?; Unit 4, Lesson 2, What Can We Observe About Rocks?; Unit 4, Lesson 3, Where Can We Find Water?</p>
SC.1.E.6.2	Describe the need for water and how to be safe around water.	<p>SE: Unit 4, Lesson 1, pp. 137–148; Unit 4, Lesson 3, pp. 155–166; Unit 4 Review, pp. 179–182</p> <p>TE: Unit 4, Lesson 1, pp. 137A–148A; Unit 4, Lesson 3, pp. 155A–166A; Unit 4 Review, pp. 179–182</p> <p>Student Interactive Digital Curriculum: Unit 4, Lesson 1, What Can We Find On Earth?; Unit 4, Lesson 3, Where Can We Find Water?</p> <p>Teacher Digital Management Center: Unit 4, Lesson 1, What Can We Find On Earth?; Unit 4, Lesson 3, Where Can We Find Water?</p>

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SC.1.E.6.3	Recognize that some things in the world around us happen fast and some happen slowly.	<p>SE: Unit 4, Lesson 4, pp. 167–176; Unit 4 Review, pp. 179–182</p> <p>TE: Unit 4, Lesson 4, pp. 167A–176A; Unit 4 Review, pp. 179–182</p> <p>Student Interactive Digital Curriculum: Unit 4, Lesson 4, What Chnages Earth?</p> <p>Teacher Digital Management Center: Unit 4, Lesson 4, What Chnages Earth?</p>
SC.1.L.14.1	Make observations of living things and their environment using the five senses.	<p>SE: Unit 7, Lesson 1, pp. 257–266; Unit 7, Lesson 2, pp. 267–276; Unit 7, Lesson 3, pp. 277–288; Unit 7, Lesson 4, pp. 289–292; Unit 7 Review, pp. 309–312</p> <p>TE: Unit 7, Lesson 1, pp. 257A–266A; Unit 7, Lesson 2, pp. 267A–276A; Unit 7, Lesson 3, pp. 277A–288A; Unit 7, Lesson 4, pp. 289A–292A; Unit 7 Review, pp. 309–312</p> <p>Student Interactive Digital Curriculum: Unit 7, Lesson 1, What Are Living and Nonliving Things?; Unit 7, Lesson 2, How Are Plants Different?; Unit 7, Lesson 3, How Are Animals Different?; Unit 7, Lesson 7, What Can Your Senses Tell You About Living Things?</p> <p>Teacher Digital Management Center: Unit 7, Lesson 1, What Are Living and Nonliving Things?; Unit 7, Lesson 2, How Are Plants Different?; Unit 7, Lesson 3, How Are Animals Different?; Unit 7, Lesson 7, What Can Your Senses Tell You About Living Things?</p>
SC.1.L.14.2	Identify the major parts of plants, including stem, roots, leaves, and flowers.	<p>SE: Unit 7, Lesson 2, pp. 267–276; Unit 7, Lesson 5, pp. 293–302; Unit 7 Review, pp. 309–312</p> <p>TE: Unit 7, Lesson 2, pp. 267A–276A; Unit 7 Lesson 5, pp. 293A–302A; Unit 7 Review, pp. 309–312</p> <p>Student Interactive Digital Curriculum: Unit 7, Lesson 2, How Are Plants Different?; Unit 7, Lesson 5, What Are Some Parts of Plants?</p> <p>Teacher Digital Management Center: Unit 7, Lesson 2, How Are Plants Different?; Unit 7, Lesson 5, What Are Some Parts of Plants?</p>
SC.1.L.14.3	Differentiate between living and nonliving things.	<p>SE: Unit 7, Lesson 1, pp. 257–266; Unit 7, Lesson 2, pp. 267–276; Unit 7, Lesson 3, pp. 277–288; Unit 7 Review, pp. 309–312</p> <p>TE: Unit 7, Lesson 1, pp. 257A–266A; Unit 7, Lesson 2, pp. 267A–276A; Unit 7, Lesson 3, pp. 277A–288A; Unit 7 Review, pp. 309–312</p> <p>Student Interactive Digital Curriculum: Unit 7, Lesson 1, What Are Living and Nonliving Things?; Unit 7, Lesson 2, How Are Plants Different?; Unit 7, Lesson 3, How Are Animals Different?</p> <p>Teacher Digital Management Center: Unit 7, Lesson 1, What Are Living and Nonliving Things?; Unit 7, Lesson 2, How Are Plants Different?; Unit 7, Lesson 3, How Are Animals Different?</p>

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SC.1.L.16.1	Make observations that plants and animals closely resemble their parents, but variations exist among individuals within a population.	<p>SE: Unit 8, Lesson 1, pp. 315–324; Unit 8, Lesson 2, pp. 327–330; Unit 8 Review, pp. 331–334</p> <p>TE: Unit 8, Lesson 1, pp. 315A–324A; Unit 8, Lesson 2, pp. 327A–330A; Unit 8 Review, pp. 331–334</p> <p>Student Interactive Digital Curriculum: Unit 8, Lesson 1, Which Living Things Look Like Their Parents?; Unit 8, Lesson 2, How Are Plants of the Same Kind Different?</p> <p>Teacher Digital Management Center: Unit 8, Lesson 1, Which Living Things Look Like Their Parents?; Unit 8, Lesson 2, How Are Plants of the Same Kind Different?</p>
SC.1.L.17.1	Through observation, recognize that all plants and animals, including humans, need the basic necessities of air, water, food, and space.	<p>SE: Unit 9, Lesson 1, pp. 337–346; Unit 9, Lesson 2, pp. 347–350; Unit 9, Lesson 3, pp. 353–364; Unit 9 Review, pp. 369–372</p> <p>TE: Unit 9, Lesson 1, pp. 337A–346A; Unit 9, Lesson 2, pp. 347A–350A; Unit 9, Lesson 3, pp. 353A–364A; Unit 9 Review, pp. 369–372</p> <p>Student Interactive Digital Curriculum: Unit 9, Lesson 1, What Do Plants Need?; Unit 9, Lesson 3, What Do Animals Need?</p> <p>Teacher Digital Management Center: Unit 9, Lesson 1, What Do Plants Need?; Unit 9, Lesson 3, What Do Animals Need?</p>

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SC.1.N.1.1	Raise questions about the natural world, investigate them in teams through free exploration, and generate appropriate explanations based on those explorations.	<p>SE: Unit 1, Lesson 2, pp. 15–18; Unit 1, Lesson 4, pp. 29-32; Unit 1, Lesson 5, pp. 33–42; Unit 1 Review, pp. 45–48; Unit 2, Lesson 1, pp. 51–62; Unit 2, Lesson 2, pp. 63–66; Unit 2, Lesson 3, pp. 67–78; Unit 2 Review, pp. 85–88; Unit 3, Lesson 1, pp. 91–100; Unit 3, Lesson 2, pp. 101–104; Unit 3 Review, pp. 131–134; Unit 4, Lesson 1, pp. 137–148; Unit 4 Review, pp. 179–182; Unit 5, Lesson 1, pp. 185–196; Unit 5, Lesson 3, pp. 201–204; Unit 5 Review, pp. 211–214; Unit 6, Lesson 2, pp. 225–228; Unit 6, Lesson 4, pp. 241–244; Unit 6 Review, pp. 251–254; Unit 7, Lesson 4, pp. 289–292; Unit 7 Review, pp. 309–312; Unit 8, Lesson 2, pp. 327–330; Unit 7 Review, pp. 331–334; Unit 9, Lesson 2, pp. 347–350; Unit 9 Review, pp. 369–372</p> <p>TE: Unit 1, Lesson 2, pp. 15A–18A; Unit 1, Lesson 4, pp. 29A–32A; Lesson 5, pp. 33A–42A; Unit 1 Review, pp. 45–48; Unit 2, Lesson 1, pp. 51A–62A; Unit 2, Lesson 2, pp. 63A–66A; Unit 2, Lesson 3, pp. 67A–78A; Unit 2 Review, pp. 85–88; Unit 3, Lesson 1, pp. 91A–100A; Unit 3, Lesson 2, pp. 101A–104A; Unit 3 Review, pp. 131–134; Unit 4, Lesson 1, pp. 137A–148A; Unit 4 Review, pp. 179–182; Unit 5, Lesson 1, pp. 185A–196A; Unit 5, Lesson 3, pp. 201A–204A; Unit 5 Review, pp. 211–214; Unit 6, Lesson 2, pp. 225A–228A; Unit 6, Lesson 4, pp. 241A–244A; Unit 6 Review, pp. 251–254; Unit 7, Lesson 4, pp. 289A–292A; Unit 7 Review, pp. 309–312; Unit 8, Lesson 2, pp. 327A–330A; Unit 7 Review, pp. 331–334; Unit 9, Lesson 2, pp. 347A–350A; Unit 9 Review, pp. 369–372</p> <p>Student Interactive Digital Curriculum: Unit 1, Lesson 2, How Can We Use Our Senses?; Unit 1, Lesson 4, How Do We Use Inquiry Skills?; Unit 1, Lesson 5, How Do Scientists Work?; Unit 2, Lesson 1, How Do Engineers Work?; Unit 2, Lesson 2, How Can We Solve a Problem?; Unit 2, Lesson 3, What Materials Make Up Objects?; Unit 3, Lesson 1, What Can We See in the Sky?; Unit 3, Lesson 2, How Do Magnifiers Work?; Unit 4, Lesson 1, What Can We Find On Earth?; Unit 5, Lesson 1, What Can We Observe About Objects?; Unit 5, Lesson 3, How Can We Measure Temperature?; Unit 6, Lesson 2, How Can We Move a Ball?; Unit 6, Lesson 4, How Can We Change Motion?; Unit 7, Lesson 4, What Can Your Senses Tell You About Living Things?; Unit 8, Lesson 2, How Are Plants of the Same Kind Different?; Unit 9, Lesson 2, Why Do Plants Grow?</p> <p>Teacher Digital Management Center: Unit 1, Lesson 2, How Can We Use Our Senses?; Unit 1, Lesson 4, How Do We Use Inquiry Skills?; Unit 1, Lesson 5, How Do Scientists Work?; Unit 2, Lesson 1, How Do Engineers Work?; Unit 2, Lesson 2, How Can We Solve a Problem?; Unit 2, Lesson 3, What Materials Make Up Objects?; Unit 3, Lesson 1, What Can We See in the Sky?; Unit 3, Lesson 2, How Do Magnifiers Work?; Unit 4, Lesson 1, What Can We Find On Earth?; Unit 5, Lesson 1, What Can We Observe About Objects?; Unit 5, Lesson 3, How Can We Measure Temperature?; Unit 6, Lesson 2, How Can We Move a Ball?; Unit 6, Lesson 4, How Can We Change Motion?; Unit 7, Lesson 4, What Can Your Senses Tell You About Living Things?; Unit 8, Lesson 2, How Are Plants of the Same Kind Different?; Unit 9, Lesson 2, Why Do Plants Grow?</p>
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SC.1.N.1.2	Using the five senses as tools, make careful observations, describe objects in terms of number, shape, texture, size, weight, color, and motion, and compare their observations with others.	<p>SE: Unit 1, Lesson 1, pp. 3–14; Unit 1, Lesson 2 pp. 15–18; Unit 1, Lesson 3, pp. 19–28; Unit 1 Review, pp. 45–48; Unit 2, Lesson 2, pp. 63–66; Unit 2, Lesson 3, pp. 67–78; Unit 2, Lesson 4, pp. 79–82; Unit 2 Review, pp. 85–88; Unit 3, Lesson 2, pp. 101–104; Unit 3 Review, pp. 131–134; Unit 4, Lesson 1, pp. 137–146; Unit 4 Review, pp. 179–182; Unit 5, Lesson 3, pp. 201–204; Unit 5 Review, pp 211–214; Unit 6, Lesson 2, pp. 225–228; Unit 6 Review, pp. 241–244; Unit 7, Lesson 4, pp. 289–292; Unit 7 Review pp. 309–312; Unit 8, Lesson 1, pp. 315–324; Unit 8, Lesson 2, pp. 327–330; Unit 8 Review, pp. 331–334</p> <p>TE: Unit 1, Lesson 1, pp. 3A–14A; Unit 1, Lesson 2, pp. 15A–18A; Unit 1, Lesson 3, pp. 19A–28A; Unit 1 Review, pp. 45–48; Unit 2, Lesson 2, pp. 63A–66A; Unit 2, Lesson 3, pp. 67A–78A; Unit 2, Lesson 4, pp. 79A–82A; Unit 2 Review, pp. 85–88; Unit 3, Lesson 2, pp. 101A–104A; Unit 3 Review, pp. 131–134; Unit 4, Lesson 1, pp. 137A–148A; Unit 4 Review, pp. 179–182; Unit 5, Lesson 3, pp. 201A–204A; Unit 5 Review, pp. 211–214; Unit 6, Lesson 2, pp. 225A–228A; Unit 6 Review, pp. 241–244; Unit 7, Lesson 4, pp. 289A–292A; Unit 7 Review, pp. 309–312; Unit 8, Lesson 1, pp. 315A–324A; Unit 8, Lesson 2, pp. 327A–330A; Unit 8 Reivew, pp. 331–334</p> <p>Student Interactive Digital Curriculum: Unit 1, Lesson 1, What Are Senses and Other Tools?; Unit 1, Lesson 2, How Can We Use Our Senses?; Unit 1, Lesson 3, What Are Inquiry Skills?; Unit 2, Lesson 2, How Can We Solve a Problem?; Unit 2, Lesson 3, What Materials Make Up Objects?; Unit 2, Lesson 4, How Can Materials Be Sorted?; Unit 3, Lesson 2, How Do Magnifiers Work?; Unit 4, Lesson 1, What Can We Find on Earth?; Unit 5, Lesson 3, How Can We Measure Temperature?; Unit 6, Lesson 2, How Can We Move a Ball?; Unit 7, Lesson 4, What Can Your Senses Tell You About Living Things?; Unit 8, Lesson 1, Which Living Things Look Like Their Parents?; Unit 8, Lesson 2, How Are Plants of the Same Kind Different?</p> <p>Teacher Digital Management Center: Unit 1, Lesson 1, What Are Senses and Other Tools?; Unit 1, Lesson 2, How Can We Use Our Senses?; Unit 1, Lesson 3, What Are Inquiry Skills?; Unit 2, Lesson 2, How Can We Solve a Problem?; Unit 2, Lesson 3, What Materials Make Up Objects?; Unit 2, Lesson 4, How Can Materials Be Sorted?; Unit 3, Lesson 2, How Do Magnifiers Work?; Unit 4, Lesson 1, What Can We Find on Earth?; Unit 5, Lesson 3, How Can We Measure Temperature?; Unit 6, Lesson 2, How Can We Move a Ball?; Unit 7, Lesson 4, What Can Your Senses Tell You About Living Things?; Unit 8, Lesson 1, Which Living Things Look Like Their Parents?; Unit 8, Lesson 2, How Are Plants of the Same Kind Different?</p>
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SC.1.N.1.3	Keep records as appropriate - such as pictorial and written records - of investigations conducted.	<p>SE: Unit 1, Lesson 2, pp. 15–18; Unit 1, Lesson 4, pp. 19–28; Unit 1, Lesson 5, pp. 33–42; Unit 1 Review, pp. 45–48; Unit 3, Lesson 2, pp. 101–104; Unit 3 Review, pp. 131–134; Unit 4, Lesson 1, pp. 137–148; Unit 4 Review, pp. 179–182; Unit 5, Lesson 1, pp. 185–196; Unit 5, Lesson 3, pp. 201–204; Unit 5 Review, pp. 211–214; Unit 6, Lesson 4, pp. 241–244; Unit 6 Review, pp. 251,254; Unit 7, Lesson 4, pp. 289–292; Unit 7 Review, pp. 309–312; Unit 8, Lesson 2, pp. 327–330; Unit 8 Review, pp. 331–334; Unit 9, Lesson 2, pp. 347–330; Unit 9 Review, pp. 369–372</p> <p>TE: Unit 1, Lesson 2, pp. 15A–18A; Unit 1, Lesson 4, pp. 19A–28A; Unit 1, Lesson 5, pp. 33A–42A; Unit 1 Review, pp. 45–48; Unit 3, Lesson 2, pp. 101A–104A; Unit 3 Review, pp. 131–134; Unit 4, Lesson 1, pp. 137A–148A; Unit 4 Review, pp. 179–182; Unit 5, Lesson 1, pp. 185A–196A; Unit 5, Lesson 3, pp. 201A–204A; Unit 5 Review, pp. 211–214; Unit 6, Lesson 4, pp. 241A–244A; Unit 6 Review, pp. 251–254; Unit 7, Lesson 4, pp. 289A–292A; Unit 7 Review, pp. 309–312; Unit 8, Lesson 2, pp. 327A–330A; Unit 8 Review, pp. 331–334; Unit 9, Lesson 2, pp. 347A–330A; Unit 9 Review, pp. 369–372</p> <p>Student Interactive Digital Curriculum: Unit 1, Lesson 2, How Can We Use Our Senses?; Unit 1, Lesson 4, How Do We Use Inquiry Skills?; Unit 1, Lesson 5, How Do Scientists Work?; Unit 3, Lesson 2, How Do Magnifiers Work?; Unit 4, Lesson 1, What Can We Find on Earth?; Unit 5, Lesson 1, What Can We Observe About Objects?; Unit 5, Lesson 3, How Can We Measure Temperature?; Unit 6, Lesson 4, What Changes Earth?; Unit 7, Lesson 4, What Can Your Senses Tell You About Living Things?; Unit 8, Lesson 2, How Are Plants of the Same Kind Different?; Unit 9, Lesson 2, Why Do Plants Grow?</p> <p>Teacher Digital Management Center: Unit 1, Lesson 2, How Can We Use Our Senses?; Unit 1, Lesson 4, How Do We Use Inquiry Skills?; Unit 1, Lesson 5, How Do Scientists Work?; Unit 3, Lesson 2, How Do Magnifiers Work?; Unit 4, Lesson 1, What Can We Find on Earth?; Unit 5, Lesson 1, What Can We Observe About Objects?; Unit 5, Lesson 3, How Can We Measure Temperature?; Unit 6, Lesson 4, What Changes Earth?; Unit 7, Lesson 4, What Can Your Senses Tell You About Living Things?; Unit 8, Lesson 2, How Are Plants of the Same Kind Different?; Unit 9, Lesson 2, Why Do Plants Grow?</p>
SC.1.N.1.4	Ask "how do you know?" in appropriate situations.	<p>SE: Unit 1, Lesson 2, pp. 15–18; Unit 1 Review, pp. 45–48; Unit 2, Lesson 2, pp. 63–66; Unit 2, Lesson 4, pp. 79–82; Unit 2 Review, pp. 85–88; Unit 5, Lesson 1, pp. 185–196; Unit 5 Review, pp. 211–214; Unit 9, Lesson 2, pp. 347–350; Unit 9 Review, pp. 369–372</p> <p>TE: Unit 1, Lesson 2, pp. 15A–18A; Unit 1 Review, pp. 45–48; Unit 2, Lesson 2, pp. 63A–66A; Unit 2, Lesson 4, pp. 79A–82A; Unit 2 Review, pp. 85–88; Unit 5, Lesson 1, pp. 185A–196A; Unit 5 Review, pp. 211–214; Unit 9, Lesson 2, pp. 347A–350A; Unit 9 Review, pp. 369–372</p> <p>Student Interactive Digital Curriculum: Unit 1, Lesson 2, How Can We Use Our Senses?; Unit 2, Lesson 2, How Can We Solve a Problem?; Unit 2, Lesson 4, How Can Materials Be Sorted?; Unit 5, Lesson 1, What Can We Observe About Objects?; Unit 9 Lesson 2, Why Do Plants Grow?</p> <p>Teacher Digital Management Center: Unit 1, Lesson 2, How Can We Use Our Senses?; Unit 2, Lesson 2, How Can We Solve a Problem?; Unit 2, Lesson 4, How Can Materials Be Sorted?; Unit 5, Lesson 1, What Can We Observe About Objects?; Unit 9 Lesson 2, Why Do Plants Grow?</p>

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SC.1.P.8.1	Sort objects by observable properties, such as size, shape, color, temperature (hot or cold), weight (heavy or light), texture, and whether objects sink or float.	<p>SE: Unit 5, Lesson 2, pp. 197–200; Unit 5, Lesson 3, pp. 201–204; Unit 5 Review, pp. 211–214</p> <p>TE: Unit 5, Lesson 2, pp. 197A–200A; Unit 5, Lesson 3, pp. 201A–204A; Unit 5 Review, pp. 211–214</p> <p>Student Interactive Digital Curriculum: Unit 5, Lesson 2, Which Objects Sink or Float?; Unit 5, Lesson 3, How Can We Measure Temperature?</p> <p>Teacher Digital Management Center: Unit 5, Lesson 2, Which Objects Sink or Float?; Unit 5, Lesson 3, How Can We Measure Temperature?</p>
SC.1.P.12.1	Demonstrate and describe the various ways that objects can move, such as in a straight line, zigzag, back-and-forth, round-and-round, fast, and slow.	<p>SE: Unit 6, Lesson 1, pp. 217–224; Unit 6, Lesson 2, pp. 225–228; Unit 6 Review, pp. 251–254</p> <p>TE: Unit 6, Lesson 1, pp. 217A–224A; Unit 6, Lesson 2, pp. 225A–228A; Unit 6 Review, pp. 251–254</p> <p>Student Interactive Digital Curriculum: Unit 6, Lesson 1, How Do Objects Move?; Unit 6, Lesson 2, How Can We Move a Ball?</p> <p>Teacher Digital Management Center: Unit 6, Lesson 1, How Do Objects Move?; Unit 6, Lesson 2, How Can We Move a Ball?</p>
SC.1.P.13.1	Demonstrate that the way to change the motion of an object is by applying a push or a pull.	<p>SE: Unit 6, Lesson 3, pp. 229–240; Unit 6, Lesson 4, pp. 241–244; Unit 6 Reivew, pp. 251–254</p> <p>TE: Unit 6, Lesson 3, pp. 229A–240A; Unit 6, Lesson 4, pp. 241A–244A; Unit 6 Reivew, pp. 251–254</p> <p>Student Interactive Digital Curriculum: Unit 6, Lesson 3, How Can We Change the Way Objects Move?; Unit 6, Lesson 4, How Can We Change Motion?</p> <p>Teacher Digital Management Center: Unit 6, Lesson 3, How Can We Change the Way Objects Move?; Unit 6, Lesson 4, How Can We Change Motion?</p>
LAFS.1.RI.1.1	Ask and answer questions about key details in a text.	<p>In every core content lesson, children use the strategies in Claims • Evidence • Reasoning; Active Reading; and Develop Science Concepts to ask and answer questions about key details. The following are some of the many examples:</p> <p>TE: Unit 2, Lesson 3, p. 74; Unit 4, Lesson 4, p. 170; Unit 6, Lesson 1, p. 220; Unit 9, Lesson 1, p. 340</p>
LAFS.1.RI.2.4	Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.	<p>In every core content lesson, children use the strategies in Develop Science Vocabulary and Active Reading to determine the meanings of words in the text. The following are some of the many examples:</p> <p>TE: Unit 3, Lesson 4, p. 122; Unit 5, Lesson 1, p. 188; Unit 6, Lesson 3, p. 236; Unit 9, Lesson 1, p. 342</p>

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LAFS.1.RI.4.10	With prompting and support, read informational texts appropriately complex for grade 1.	In every core content lesson, children read Grade 1 informational texts. The following are some of the many examples: TE: Unit 4, Lesson 3, p. 160; Unit 7, Lesson 2, p. 273; Unit 8, Lesson 1, p. 317
LAFS.1.SL.1.1	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion). b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges. c. Ask questions to clear up any confusion about the topics and texts under discussion.	In every lesson, children use the strategies in Develop Science Concepts , Interpret Visuals , and Guided Inquiry to participate in collaborative conversations. The following are some of the many examples: TE: Unit 1, Lesson1, p. 7; Unit 3, Lesson 1, p. 95; Unit 5, Lesson 1, p. 188; Unit 9, Lesson 1, p. 341
LAFS.1.W.3.8	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	In every core content lesson, children use the strategies in the Florida Writing Connection to write about science topics. For example: TE: Unit 1, Lesson 1, p. 14A; Unit 2, Lesson 1, p. 62A; Unit 4, Lesson 1, p. 146A; Unit 7, Lesson 1, p. 266A

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MAFS.1.MD.1.a	<p>Understand how to use a ruler to measure length to the nearest inch.</p> <p>a. Recognize that the ruler is a tool that can be used to measure the attribute of length.</p> <p>b. Understand the importance of the zero point and end point and that the length measure is the span between two points.</p> <p>c. Recognize that the units marked on a ruler have equal length intervals and fit together with no gaps or overlaps. These equal interval distances can be counted to determine the overall length of an object.</p>	<p>SE: Unit 1, Lesson 1, pp. 8–9, 10–11, 14</p> <p>TE: Unit 1, Lesson 1, pp. 8–9, 10–11, 14; Unit 2, Lesson 1, p. 57</p> <p>Student Interactive Digital Curriculum: Unit 1, Lesson 1, What Are Senses and Other Tools?; Unit 2, Lesson 1, How Do Engineers Work?</p> <p>Teacher Digital Management Center: Unit 1, Lesson 1, What Are Senses and Other Tools?; Unit 2, Lesson 1, How Do Engineers Work?</p>
MAFS.1.MD.3.4	<p>Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.</p>	<p>SE: Unit 1, Lesson 3, p. 22; Lesson 4, p. 172; Unit 6, Lesson 1, p. 219; Unit 8, Lesson 1, p. 321</p> <p>TE: Unit 1, Lesson 3, p. 22; Unit 2, Lesson 3, p. 73; Unit 4, Lesson 1, p. 142, Lesson 4, p. 172; Unit 5, Lesson 1, p. 189, Lesson 3, p. 201; Unit 6, Lesson 1, p. 219; Lesson 2, p. 228A; Unit 8, Lesson 1, p. 321; Unit 9, Lesson 3, p. 360</p> <p>Student Interactive Digital Curriculum: Unit 1, Lesson 3, What Are Inquiry Skills?; Unit 2, Lesson 3, What Materials Make Up Objects?; Unit 4, Lesson 1, What Can We Find on Earth?; Unit 4, Lesson 4, What Changes Earth?; Unit 5, Lesson 1, What Can We Observe About Objects?; Unit 5, Lesson 3, How Can We Measure Temperature?; Unit 5 Careers in Science, Polymer Scientist, Unit 5 STEM, High Tech, Unit 5 STEM, Better Technology; Unit 6, Lesson 1, How Do Objects Move?, Unit 6, Lesson 2, How Can We Move a Ball?; Unit 8, Lesson 1, Which Living Things Look Like Their Parents?; Unit 9, Lesson 3, What Do Animals Need?</p> <p>Teacher Digital Management Center: Unit 1, Lesson 3, What Are Inquiry Skills?; Unit 2, Lesson 3, What Materials Make Up Objects?; Unit 4, Lesson 1, What Can We Find on Earth?; Unit 4, Lesson 4, What Changes Earth?; Unit 5, Lesson 1, What Can We Observe About Objects?; Unit 5, Lesson 3, How Can We Measure Temperature?; Unit 5 Careers in Science, Polymer Scientist, Unit 5 STEM, High Tech, Unit 5 STEM, Better Technology; Unit 6, Lesson 1, How Do Objects Move?, Unit 6, Lesson 2, How Can We Move a Ball?; Unit 8, Lesson 1, Which Living Things Look Like Their Parents?; Unit 9, Lesson 3, What Do Animals Need?</p>

2016-2017 STATE OF FLORIDA INSTRUCTIONAL MATERIALS ADOPTION
STANDARDS ALIGNMENT
COURSE STANDARDS/BENCHMARKS (Form IM7)

ELD.K12.ELL.SC.1	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Science.	<p>In the English Language Learners activities in every lesson, children communicate information, ideas, and concepts in the content area of Science. See, for example, the following:</p> <p>TE: Unit 2, Lesson 1, p. 53; Unit 3, Lesson 4, p. 123; Unit 5, Lesson 1, p. 188; Unit 7, Lesson 5, p. 297</p>
ELD.K12.ELL.SI.1	English language learners communicate for social and instructional purposes within the school setting.	<p>In the English Language Learners activities in every lesson, children communicate communicate for social and instructional purposes. See, for example, the following:</p> <p>TE: Unit 2, Lesson 3, p. 72; Unit 4, Lesson 3, p. 161; Unit 6, Lesson 1, p. 221; Unit 8, Lesson 1, p. 317</p>
HE.1.C.1.5	Identify the correct names of human body parts.	<p>SE: Unit 7, Lesson 4, pp. 289–292</p> <p>TE: Unit 7, Lesson 4, pp. 289A–292A</p> <p>Student Interactive Digital Curriculum: Unit 7, Lesson 4, What Can Your Senses Tell You About Living Things?</p> <p>Teacher Digital Management Center: Unit 7, Lesson 4, What Can Your Senses Tell You About Living Things?</p>