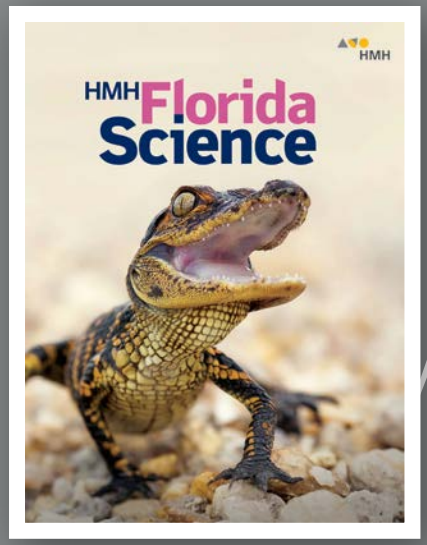
Houghton Mifflin Harcourt

Correlation to the Florida Course Description for Science – Grade Four Course Code 5020050



HMH Florida Science Grade 4
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STANDARDS ALIGNMENT
COURSE STANDARDS/BENCHMARKS (Form IM7)

BID ID:	**3260**
SUBMISSION TITLE:	**HMH Florida Science Grade 4 ©2019**
GRADE LEVEL:	**4**
COURSE TITLE:	**Science – Grade Four**
COURSE CODE:	**5020050**
ISBN:	**9781328913920'**
PUBLISHER:	**Houghton Mifflin Harcourt**
PUBLISHER ID:	**04145603001**

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.4.E.5.1	Observe that the patterns of stars in the sky stay the same although they appear to shift across the sky nightly, and different stars can be seen in different seasons.	**SE:** Unit 3, Lesson 1, pp. 111–122; Unit 3 Review, pp. 157–160 **TE:** Unit 3, Lesson 1, pp. 111A–122A; Unit 3 Review, pp. 157–160 **Student Interactive Digital Curriculum:** Unit 3, Lesson 1, How Does Earth Rotate and Revolve in Space? **Teacher Digital Management Center:** Unit 3, Lesson 1, How Does Earth Rotate and Revolve in Space?
SC.4.E.5.2	Describe the changes in the observable shape of the moon over the course of about a month.	**SE:** Unit 3, Lesson 3, pp. 129–138, Unit 3 Review, pp. 157–160 **TE:** Unit 3, Lesson 3, pp. 129A–138A, Unit 3 Review, pp. 157–160 **Student Interactive Digital Curriculum:** Unit 3, Lesson 3, What Are Moon Phases? **Teacher Digital Management Center:** Unit 3, Lesson 3, What Are Moon Phases?

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SC.4.E.5.3	Recognize that Earth revolves around the Sun in a year and rotates on its axis in a 24-hour day.	**SE:** Unit 3, Lesson 1, pp. 111–128; Unit 3 Review, pp. 157–160 **TE:** Unit 3, Lesson 1, pp. 111A–128A; Unit 3 Review, pp. 157–160 **Student Interactive Digital Curriculum:** Unit 3, Lesson 1, How Does Earth Rotate and Revolve in Space? **Teacher Digital Management Center:** Unit 3, Lesson 1, How Does Earth Rotate and Revolve in Space?
SC.4.E.5.4	Relate that the rotation of Earth (day and night) and apparent movements of the Sun, Moon, and stars are connected.	**SE:** Unit 3, Lesson 1, pp. 111–128; Unit 3 Review, pp. 157–160 **TE:** Unit 3, Lesson 1, pp. 111A–128A; Unit 3 Review, pp. 157–160 **Student Interactive Digital Curriculum:** Unit 3, Lesson 1, How Does Earth Rotate and Revolve in Space? **Teacher Digital Management Center:** Unit 3, Lesson 1, How Does Earth Rotate and Revolve in Space?
SC.4.E.5.5	Investigate and report the effects of space research and exploration on the economy and culture of Florida.	**SE:** Unit 3, Lesson 4, pp. 139–152; Unit 3 Review, pp. 157–160 **TE:** Unit 3, Lesson 4, pp. 139A–152A; Unit 3 Review, pp. 157–160 **Student Interactive Digital Curriculum:** Unit 3, Lesson 4, How Can Rocks Be Classified? **Teacher Digital Management Center:** Unit 3, Lesson 4, How Can Rocks Be Classified?
SC.4.E.6.1	Identify the three categories of rocks: igneous, (formed from molten rock); sedimentary (pieces of other rocks and fossilized organisms); and metamorphic (formed from heat and pressure).	**SE:** Unit 4, Lesson 4, pp. 191–206; Unit 4 Review, pp. 225–228 **TE:** Unit 4, Lesson 4, pp. 191A–206A; Unit 4 Review, pp. 225–228 **Student Interactive Digital Curriculum:** Unit 4, Lesson 4, How Can Rocks Be Classified? **Teacher Digital Management Center:** Unit 4, Lesson 4, How Can Rocks Be Classified?
SC.4.E.6.2	Identify the physical properties of common earth-forming minerals, including hardness, color, luster, cleavage, and streak color, and recognize the role of minerals in the formation of rocks.	**SE:** Unit 4, Lesson 2, pp. 177–186; Unit 4, Lesson 3, pp. 187–190; Unit 4 Review, pp. 225–228 **TE:** Unit 4, Lesson 2, pp. 177A–186A; Unit 4, Lesson 3, pp. 187A–190A; Unit 4 Review, pp. 225–228 **Student Interactive Digital Curriculum:** Unit 4, Lesson 2, What Are Minerals?; Unit 4, Lesson 3, What Are Moon Phases? **Teacher Digital Management Center:** Unit 4, Lesson 2, What Are Minerals?; Unit 4, Lesson 3, What Are Moon Phases?

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SC.4.E.6.3	Recognize that humans need resources found on Earth and that these are either renewable or nonrenewable.	**SE:** Unit 4, Lesson 5, pp. 211–222; Unit 4 Review, pp. 225–228 **TE:** Unit 4, Lesson 5, pp. 211A–222A; Unit 4 Review, pp. 225–228 **Student Interactive Digital Curriculum:** Unit 4, Lesson 5, Which Resources Are Found in Florida? **Teacher Digital Management Center:** Unit 4, Lesson 5, Which Resources Are Found in Florida?
SC.4.E.6.4	Describe the basic differences between physical weathering (breaking down of rock by wind, water, ice, temperature change, and plants) and erosion (movement of rock by gravity, wind, water, and ice).	**SE:** Unit 4, Lesson 1, pp. 163–176; Unit 4 Review, pp. 225–228 **TE:** Unit 4, Lesson 1, pp. 163A–176A; Unit 4 Review, pp. 225–228 **Student Interactive Digital Curriculum:** Unit 4, Lesson 1, How Do Weathering and Erosion Shape Earth? **Teacher Digital Management Center:** Unit 4, Lesson 1, How Do Weathering and Erosion Shape Earth?
SC.4.E.6.5	Investigate how technology and tools help to extend the ability of humans to observe very small things and very large things.	**SE:** Unit 1, Lesson 1, People in Science, pp. 45–46; Unit 2, Lesson People in Science, pp. 103–104; Unit 3, People in Science, pp. 123–124; Unit 3 Review, pp. 157–160; Unit 4, Lesson 5, pp. 211–222; Unit 4, People in Science, pp. 223–224; Unit 5, Career in Science, pp. 251–252; Unit 6, People in Science, pp. 315–316; Unit 7, Careers in Science, pp. 349–350; Unit 8, People in Science, pp. 403–404; Unit 9, Careers in Science, pp. 429–430 **TE:** Unit 1, Lesson 1, People in Science, pp. 45–46; Unit 2, Lesson People in Science, pp. 103–104; Unit 3, People in Science, pp. 123–124; Unit 3 Review, pp. 157–160; Unit 4, Lesson 5, pp. 211A–222A; Unit 4, People in Science, pp. 223–224; Unit 5, Career in Science, pp. 251–252; Unit 6, People in Science, pp. 315–316; Unit 7, Careers in Science, pp. 349–350; Unit 8, People in Science, pp. 403–404; Unit 9, Careers in Science, pp. 429–430 **Student Interactive Digital Curriculum:** Unit 1, Lesson 1, People in Science—John Diebold and Martin Culpepper; Unit 2, Lesson People in Science—Ayanna Howard; Unit 3, People in Science Neil DeGrasse Tyson, Michael Kobrick; Unit 4, Lesson 5 Which Resources Are Found in Florida?; Unit 4, People in Science: Elvia Niebla, Lena Qiying Ma; Unit 5, Careers in Science: Medical Chemist; Unit 6, People in Science—Ruth Rogan and Hèctor Abruña; Unit 7, Careers in Science: 8 Things About Civil Engineers; Unit 8, People in Science: Halimaton Hamdan; Unit 9, Careers in Science: Animal Behaviorist **Teacher Digital Management Center:** Unit 1, Lesson 1, People in Science—John Diebold and Martin Culpepper; Unit 2, Lesson People in Science—Ayanna Howard; Unit 3, People in Science Neil DeGrasse Tyson, Michael Kobrick; Unit 4, Lesson 5, Which Resources Are Found in Florida?; Unit 4, People in Science: Elvia Niebla, Lena Qiying Ma; Unit 5, Careers in Science: Medical Chemist; Unit 6, People in Science—Ruth Rogan and Hèctor Abruña; Unit 7, Careers in Science: 8 Things About Civil Engineers; Unit 8, People in Science: Halimaton Hamdan; Unit 9, Careers in Science: Animal Behaviorist

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SC.4.E.6.6	Identify resources available in Florida (water, phosphate, oil, limestone, silicon, wind, and solar energy).	**SE:** Unit 4, Lesson 5, pp. 211–222; Unit 4 Review, pp. 225–228 **TE:** Unit 4, Lesson 5, pp. 211A–222A; Unit 4 Review, pp. 225–228 **Student Interactive Digital Curriculum:** Unit 4, Lesson 5, Which Resources Are Found in Florida? **Teacher Digital Management Center:** Unit 4, Lesson 5, Which Resources Are Found in Florida?
SC.4.L.16.1	Identify processes of sexual reproduction in flowering plants, including pollination, fertilization (seed production), seed dispersal, and germination.	**SE:** Unit 10, Lesson 1, pp. 441–456; Unit 10, Lesson 2, 457–460; Unit 10 Review pp. 495–498 **TE:** Unit 10, Lesson 1, pp. 441A–456A; Unit 10, Lesson 2, 457A–460A; Unit 10 Review pp. 495–498 **Student Interactive Digital Curriculum:** Unit 10, Lesson 1, How Do Plants Reproduce?; Unit 10, Lesson 2, What Factors Affect Germination Rate? **Teacher Digital Management Center:** Unit 10, Lesson 1, How Do Plants Reproduce?; Unit 10, Lesson 2, What Factors Affect Germination Rate?
SC.4.L.16.2	Explain that although characteristics of plants and animals are inherited, some characteristics can be affected by the environment.	**SE:** Unit 10, Lesson 4, pp. 479–492; Unit 10 Review, pp. 495–498 **TE:** Unit 10, Lesson 4, pp. 479A–492A; Unit 10 Review, pp. 495–498 **Student Interactive Digital Curriculum:** Unit 10, Lesson 4, How Do Organisms Affect Their Environment? **Teacher Digital Management Center:** Unit 10, Lesson 4, How Do Organisms Affect Their Environment?
SC.4.L.16.3	Recognize that animal behaviors may be shaped by heredity and learning.	**SE:** Unit 10, Lesson 4, pp. 479–492; Unit 10 Review, pp. 495–498 **TE:** Unit 10, Lesson 4, pp. 479A–492A; Unit 10 Review, pp. 495–498 **Student Interactive Digital Curriculum:** Unit 10, Lesson 4, How Do Organisms Affect Their Environment? **Teacher Digital Management Center:** Unit 10, Lesson 4, How Do Organisms Affect Their Environment?

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SC.4.L.16.4	Compare and contrast the major stages in the life cycles of Florida plants and animals, such as those that undergo incomplete and complete metamorphosis, and flowering and nonflowering seed-bearing plants.	**SE:** Unit 10, Lesson 1, pp. 441–456; Unit 10, Lesson 3, pp. 465–478; Unit 10 Review, pp. 495–498 **TE:** Unit 10, Lesson 1, pp. 441A–456A; Unit 10, Lesson 3, pp. 465A–478A; Unit 10 Review, pp. 495–498 **Student Interactive Digital Curriculum:** Unit 10, Lesson 1, How Do Plants Reproduce?; Unit 10, Lesson 3, How Do Animals Reproduce? **Teacher Digital Management Center:** Unit 10, Lesson 1, How Do Plants Reproduce?; Unit 10, Lesson 3, How Do Animals Reproduce?
SC.4.L.17.1	Compare the seasonal changes in Florida plants and animals to those in other regions of the country.	**SE:** Unit 11, Lesson 1, pp. 501–514; Lesson 11 Review, pp. 565–568 **TE:** Unit 11, Lesson 1, pp. 501A–514A; Lesson 11 Review, pp. 565–568 **Student Interactive Digital Curriculum:** Unit 11, Lesson 1, How Do Organisms Change with the Seasons? **Teacher Digital Management Center:** Unit 11, Lesson 1, How Do Organisms Change with the Seasons?
SC.4.L.17.2	Explain that animals, including humans, cannot make their own food and that when animals eat plants or other animals, the energy stored in the food source is passed to them.	**SE:** Unit 11, Lesson 2, pp. 515–526; Unit 11 Review, pp. 565–568 **TE:** Unit 11, Lesson 2, pp. 515A–526A; Unit 11 Review, pp. 565–568 **Student Interactive Digital Curriculum:** Unit 11, Lesson 2, How Do Living Things Obtain and Use Food? **Teacher Digital Management Center:** Unit 11, Lesson 2, How Do Living Things Obtain and Use Food?
SC.4.L.17.3	Trace the flow of energy from the Sun as it is transferred along the food chain through the producers to the consumers.	**SE:** Unit 11, Lesson 3, pp. 527–542; Unit 11 Review, pp. 565–568 **TE:** Unit 11, Lesson 3, pp. 527A–542A; Unit 11 Review, pp. 565–568 **Student Interactive Digital Curriculum:** Unit 11, Lesson 3, What Are Food Chains? **Teacher Digital Management Center:** Unit 11, Lesson 3, What Are Food Chains?
SC.4.L.17.4	Recognize ways plants and animals, including humans, can impact the environment.	**SE:** Unit 11, Lesson 4, pp. 543–558; Unit 11 Review, pp. 565–568 **TE:** Unit 11, Lesson 4, pp. 543A–558A; Unit 11 Review, pp. 565–568 **Student Interactive Digital Curriculum:** Unit 11, Lesson 4, How Do Organisms Affect Their Environment? **Teacher Digital Management Center:** Unit 11, Lesson 4, How Do Organisms Affect Their Environment?

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SC.4.N.1.1	Raise questions about the natural world, use appropriate reference materials that support understanding to obtain information (identifying the source), conduct both individual and team investigations through free exploration and systematic investigations, and generate appropriate explanations based on those explorations.	**SE:** Unit 1, Lesson 1, pp. 3–16; Unit 1, Lesson 2, pp. 17–26; Unit 1, Lesson 3, pp. 27–40; Unit 1 Review, pp. 61–64; Unit 2, Lesson 1, pp. 68–80; Unit 2 Review, pp. 105–108; Unit 3, Lesson 2, pp. 125–128; Unit 4, Lesson 3, pp. 187–190; Unit 4 Review, pp. 225–228; Unit 5, Lesson 2, pp. 247–250; Unit 5, Lesson 3, pp. 253–256; Unit 5, Lesson 5, pp. 285–288; Unit 6, STEM, pp. 317–320; Unit 7, Lesson 1, pp. 345–348; Unit 7, Lesson 3, pp. 351A–354; Unit 8, Lesson 2, pp. 385–388; Unit 8 Review, pp. 405–406; Unit 9, Lesson 2, 425–428 **TE:** Unit 1, Lesson 1, pp. 3A–16A; Unit 1, Lesson 2, pp. 17A–26A; Unit 1, Lesson 3, pp. 27A–40A; Unit 1 Review, pp. 61–64; Unit 2, Lesson 1, pp. 68A–80A; Unit 2 Review, pp. 105–108; Unit 3, Lesson 2, pp. 125A–128A; Unit 4, Lesson 3, pp. 187A–190A; Unit 4 Review, pp. 225–228; Unit 5, Lesson 2, pp. 247A–250A; Unit 5, Lesson 3, pp. 253A–256A; Unit 5, Lesson 5, pp. 285A–288A; Unit 6, STEM, pp. 317–320; Unit 7, Lesson 1, pp. 345A–348A; Unit 7, Lesson 3, pp. 351A–354A; Unit 8, Lesson 2, pp. 385A–388A; Unit 8 Review, pp. 405–406; Unit 9, Lesson 2, 425A–428A **Student Interactive Digital Curriculum:** Unit 1, Lesson 1, What Do Scientists Do?; Unit 2, Lesson 2, What Skills Do Scientists Use?; Unit 1, Lesson 3, How Do Scientists Collect and Use Data?; Unit 2, Lesson 1, What Is an Engineering Design Process?; Unit 3, Lesson 2, How Does Earth Move in Space?; Unit 4, Lesson 3, What Are Properties of Minerals?; Unit 5, Lesson 2, How Are Physical Properties Observed?; Unit 5, Lesson 3, What Is Conservation of Mass?; Unit 5, Lesson 5, What Are Magnets?; Unit 6, STEM: How It Works: Body Armor/Build in Some Science: Making Carbon Dioxide; Unit 7, Lesson 1, What Are Some Forms of Energy?; Unit 7, Lesson 3, What Is Sound?; Unit 8, Lesson 2, How Is Heat Produced?; Unit 9, Lesson 2, What is Speed? **Teacher Digital Management Center:** Unit 1, Lesson 1, What Do Scientists Do?; Unit 2, Lesson 2, What Skills Do Scientists Use?; Unit 1, Lesson 3, How Do Scientists Collect and Use Data?; Unit 2, Lesson 1, What Is an Engineering Design Process?; Unit 3, Lesson 2, How Does Earth Move in Space?; Unit 4, Lesson 3, What Are Properties of Minerals?; Unit 5, Lesson 2, How Are Physical Properties Observed?; Unit 5, Lesson 3, What Is Conservation of Mass?; Unit 5, Lesson 5, What Are Magnets?; Unit 6, STEM: How It Works: Body Armor/Build in Some Science: Making Carbon Dioxide; Unit 7, Lesson 1, What Are Some Forms of Energy?; Unit 7, Lesson 3, What Is Sound?; Unit 8, Lesson 2, How Is Heat Produced?; Unit 9, Lesson 2, What is Speed?
SC.4.N.1.2	Compare the observations made by different groups using multiple tools and seek reasons to explain the differences across groups.	**SE:** Unit 1, Lesson 3, pp. 27–40; Unit 1, Lesson 4, pp. 41–44; Unit 1 Review pp. 61–64; Unit 11, Lesson 5, pp. 555–558 **TE:** Unit 1, Lesson 3, pp. 27A–40A; Unit 1, Lesson 4, 41A–44A; Unit 1 Review pp. 61–64; Unit 11, Lesson 5, pp. 555A–558A **Student Interactive Digital Curriculum:** Unit 1, Lesson 3, How Do Scientists Collect and Use Data?; Unit 1, Lesson 4, Why Do Scientists Compare Results?; Unit 11, Lesson 5, How Do People Affect Their Environment? **Teacher Digital Management Center:** Unit 1, Lesson 3, How Do Scientists Collect and Use Data?; Unit 1, Lesson 4, Why Do Scientists Compare Results?; Unit 11, Lesson 5, How Do People Affect Their Environment?

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SC.4.N.1.3	Explain that science does not always follow a rigidly defined method ("the scientific method") but that science does involve the use of observations and empirical evidence.	**SE:** Unit 1, Lesson 1, pp. 3–16; Unit 1, Lesson 2, pp. 17–26; Unit 1 Review, pp. 61–64; Unit 4, Lesson 3, pp. 187–190; Unit 5, Lesson 5, pp. 285–288; Unit 6, Lesson 2, pp. 311–314; Unit 8, Lesson 4, pp. 399–402 **TE:** Unit 1, Lesson 1, 3A–16A; Unit 1, Lesson 2, 17A–26A; Unit 1 Review, pp. 61–64; Unit 4, Lesson 3, pp. 187A–190A; Unit 5, Lesson 5, pp. 285A–288A; Unit 6, Lesson 2, pp. 311A–314A; Unit 8, Lesson 4, pp. 399A–402A **Student Interactive Digital Curriculum:** Unit 1, Lesson 1, What Do Scientists Do?; Unit 1, Lesson 2, What Skills Do Scientists Use?; Unit 4, Lesson 3, How Does Earth Move in Space?; Unit 5, Lesson 5, What Are Magnets?; Unit 6, Lesson 2, How Can You Tell When a New Substance Forms?; Unit 8, Lesson 4, Which Materials Are Conductors? **Teacher Digital Management Center:** Unit 1, Lesson 1, What Do Scientists Do?; Unit 1, Lesson 2, What Skills Do Scientists Use?; Unit 4, Lesson 3, How Does Earth Move in Space?; Unit 5, Lesson 5, What Are Magnets?; Unit 6, Lesson 2, How Can You Tell When a New Substance Forms?; Unit 8, Lesson 4, Which Materials Are Conductors?
SC.4.N.1.4	Attempt reasonable answers to scientific questions and cite evidence in support.	**SE:** Unit 1, Lesson 3, pp. 27–40; Unit 1, Lesson 4, pp. 41–44; Unit 1, Lesson 6, 57–60; Unit 4, Lesson 3, pp. 187–190; Unit 5, Lesson 3, pp. 253–256; Unit 5, Lesson 5, 285–288; Unit 5 Review, pp. 289–292; Unit 8, Lesson 4, pp. 399–402; Unit 8 Review, pp. 405–406; Unit 10, Lesson 5, pp. 557–560 **TE:** Unit 1, Lesson 3, pp. 27A–40A; Unit 1, Lesson 4, pp. 41A–44A; Unit 1, Lesson 6, 57A–60A; Unit 4, Lesson 3, pp. 187A–190A; Unit 5, Lesson 3, pp. 253A–256A; Unit 5, Lesson 5, 285A–288A; Unit 5 Review, pp. 289–292; Unit 8, Lesson 4, pp. 399A–402A; Unit 8 Review, pp. 405–406; Unit 11, Lesson 5, pp. 557A–560A **Student Interactive Digital Curriculum:** Unit 1, Lesson 3, How Do Scientists Collect and Use Data?; Unit 1, Lesson 4, Why Do Scientists Compare Results?; Unit 1, Lesson 6, How Can You Model a School?; Unit 4, Lesson 3, What Are Properties of Minerals?; Unit 5, Lesson 3, What Is Conservation of Mass?; Unit 5, Lesson 5, What Are Magnets?; Unit 8, Lesson 4, Which Materials Are Conductors?; Unit 11, Lesson 5, How Do People Affect Their Environment? **Teacher Digital Management Center:** Unit 1, Lesson 3, How Do Scientists Collect and Use Data?; Unit 1, Lesson 4, Why Do Scientists Compare Results?; Unit 1, Lesson 6, How Can You Model a School?; Unit 4, Lesson 3, What Are Properties of Minerals?; Unit 5, Lesson 3, What Is Conservation of Mass?; Unit 5, Lesson 5, What Are Magnets?; Unit 8, Lesson 4, Which Materials Are Conductors?; Unit 11, Lesson 5, How Do People Affect Their Environment?

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SC.4.N.1.5	Compare the methods and results of investigations done by other classmates.	**SE:** Unit 1, Lesson 4, pp. 41–44; Unit 1, Lesson 6, pp. 57–60; Unit 4, Lesson 3, pp. 187–190; Unit 5, STEM, pp. 267–270; Unit 7, Lesson 2, pp. 345–348; Unit 9, Lesson 2, pp. 425–428 **TE:** Unit 1, Lesson 4, pp. 41A–44A; Unit 1, Lesson 6, pp. 57A–60A; Unit 4, Lesson 3, pp. 187A–190A; Unit 5, STEM, pp. 267–270; Unit 7, Lesson 2, pp. 345A–348A; Unit 9, Lesson 2, pp. 425A–428A **Student Interactive Digital Curriculum:** Unit 1, Lesson 4, Why Do Scientists Compare Results?; Unit 1, Lesson 6, How Can You Model a School?; Unit 4, Lesson 3, What Are Properties of Minerals?; Unit 5, STEM: Baby, It's Cold Inside: Refrigeration/Improvise It: Build a Rubber Band Scale; Unit 7, Lesson 2, Where Does Energy Come From?; Unit 9, Lesson 2, What Is Speed? **Teacher Digital Management Center:** Unit 1, Lesson 4, Why Do Scientists Compare Results?; Unit 1, Lesson 6, How Can You Model a School?; Unit 4, Lesson 3, What Are Properties of Minerals?; Unit 5, STEM: Baby, It's Cold Inside: Refrigeration/Improvise It: Build a Rubber Band Scale; Unit 7, Lesson 2, Where Does Energy Come From?; Unit 9, Lesson 2, What Is Speed?
SC.4.N.1.6	Keep records that describe observations made, carefully distinguishing actual observations from ideas and inferences about the observations.	**SE:** Unit 1, Lesson 3, pp. 27–40; Unit 1, Lesson 4, pp. 41–44; Unit 1, Lesson 6, pp. 57–60; Unit 2, Lesson 2, pp. 81–84; Unit 2, Lesson 3, pp. 85–98; Unit 2, Lesson 4, pp. 99–102; Unit 2 Review, pp. 105–108; Unit 5, Lesson 2, pp. 247–250; Unit 7, Lesson 3, pp. 351–354; Unit 10, STEM, pp. 461–464 **TE:** Unit 1, Lesson 3, pp. 27A–40A; Unit 1, Lesson 4, pp. 41A–44A; Unit 1, Lesson 6, pp. 57A–60A; Unit 2, Lesson 2, pp. 81A–84A; Unit 2, Lesson 3, pp. 85A–98A; Unit 2, Lesson 4, pp. 99A–102A; Unit 2 Review, pp. 105–108; Unit 5, Lesson 2, pp. 247A–250A; Unit 7, Lesson 3, pp. 351A–354A; Unit 10, STEM, pp. 461–464 **Student Interactive Digital Curriculum:** Unit 1, Lesson 3, How Do Scientists Collect and Use Data?; Unit 1, Lesson 4, Why Do Scientists Compare Results?; Unit 1, Lesson 6, How Can You Model a School?; Unit 2, Lesson 2, How Can You Design a Solution to a Problem?; Unit 2, Lesson 3, What Is Technology?; Unit 2, Lesson 4, How Do We Use Technology?; Unit 5, Lesson 2, How Are Physical Properties Observed?; Unit 7, Lesson 3, What Is Sound?; Unit 10, STEM: How It Works: Water Irrigation System/Make a Process: Planting and Caring for a Garden **Teacher Digital Management Center:** Unit 1, Lesson 3, How Do Scientists Collect and Use Data?; Unit 1, Lesson 4, Why Do Scientists Compare Results?; Unit 1, Lesson 6, How Can You Model a School?; Unit 2, Lesson 2, How Can You Design a Solution to a Problem?; Unit 2, Lesson 3, What Is Technology?; Unit 2, Lesson 4, How Do We Use Technology?; Unit 5, Lesson 2, How Are Physical Properties Observed?; Unit 7, Lesson 3, What Is Sound?; Unit 10, STEM: How It Works: Water Irrigation System/Make a Process: Planting and Caring for a Garden

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SC.4.N.1.7	Recognize and explain that scientists base their explanations on evidence.	**SE:** Unit, Lesson 1, pp. 3–16; Unit 1, Lesson 3, pp. 27–40; Unit 1 Review, pp. 61–64; Unit 2, Lesson 2, pp. 81–84; Unit 2 Review, pp. 105–108; Unit 3, Lesson 2, pp. 125–128; Unit 6, Lesson 2, pp. 311–314; Unit 6 Review, pp. 321–322 **TE:** Unit, Lesson 1, pp. 3A–16A; Unit 1, Lesson 3, pp. 27A–40A; Unit 1 Review, pp. 61–64; Unit 2, Lesson 2, pp. 81A–84A; Unit 2 Review, pp. 105–108; Unit 3, Lesson 2, pp. 125A–128A; Unit 6, Lesson 2, pp. 311A–314A; Unit 6 Review, pp. 321–322 **Student Interactive Digital Curriculum:** Unit 1 Lesson 1, What Do Scientists Do?; Unit 1, Lesson 3, How Do Scientists Collect and Use Data?; Unit 2, Lesson 2, How can You Design a Solution to a Problem?; Unit 3, Lesson 2, How Does Earth Move in Space?; Unit 6, Lesson 2, How Can You Tell When a New Substance Forms? **Teacher Digital Management Center:** Unit 1 Lesson 1, What Do Scientists Do?; Unit 1, Lesson 3, How Do Scientists Collect and Use Data?; Unit 2, Lesson 2, How can You Design a Solution to a Problem?; Unit 3, Lesson 2, How Does Earth Move in Space?; Unit 6, Lesson 2, How Can You Tell When a New Substance Forms?
SC.4.N.1.8	Recognize that science involves creativity in designing experiments.	**SE:** Unit 1, Lesson 1, pp. 3–16; Unit 1 Review, pp. 61–64; Unit 2, Lesson 1, pp. 68–80; Unit 2, Lesson 2, pp. 81–84; Unit 4 STEM: pp. 207–210; Unit 5, Lesson 3, pp. 253–256; Unit 8, Lesson 4, pp. 399–402; Unit 9 STEM, pp. 431–434 **TE:** Unit 1, Lesson 1, pp. 3A–16A; Unit 1 Review, pp. 61–64; Unit 2, Lesson 1, pp. 68A–80A; Unit 2, Lesson 2, pp. 81A–84A; Unit 4 STEM, pp. 207–210; Unit 5, Lesson 3, pp. 253A–256A; Unit 8, Lesson 4, pp. 399A–402A; Unit 9 STEM, pp. 431–434 **Student Interactive Digital Curriculum:** Unit 1, Lesson 1, What Do Scientists Do?; Unit 2, Lesson 1, What Is an Engineering Design Process?; Unit 2, Lesson 2: How Can You Design a Solution to a Problem?; Unit 4 STEM: Tools that Rock/Improvise It: Separating by Size; Unit 5, Lesson 3, What Is Conservation of Mass?; Unit 8, Lesson 4, What Materials Are Conductors?; Unit 9 STEM: How It Works: Gyroscopes/Improvise It: A Game of Skill and Motion **Teacher Digital Management Center:** Unit 1, Lesson 1, What Do Scientists Do?; Unit 2, Lesson 1, What Is an Engineering Design Process?; Unit 2, Lesson 2: How Can You Design a Solution to a Problem?; Unit 4 STEM: Tools that Rock/Improvise It: Separating by Size; Unit 5, Lesson 3, What Is Conservation of Mass?; Unit 8, Lesson 4, What Materials Are Conductors?; Unit 9 STEM: How It Works: Gyroscopes/Improvise It: A Game of Skill and Motion

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SC.4.N.2.1	Explain that science focuses solely on the natural world.	**SE:** Unit 1, Lesson 1, pp. 3–16, Unit 1 Review, pp. 45–46; Unit 2, People in Science pp. 103–104; Unit 3, People in Science, pp. 123–124; Unit 4, People in Science, pp. 223–224; Unit 5, Careers in Science, pp. 251–252; Unit 6, People in Science, pp. 315–316; Unit 7, Careers in Science, pp. 349–350; Unit 8, People in Science, pp. 403–404; Unit 9, Careers in Science, pp. 429–430; Unit 10, Careers in Science, pp. 493–494; Unit 11, People in Science, pp. 559–560, Unit 11, Review, pp. 565–568 **TE:** Unit 1, Lesson 1, pp. 3A–16A, Unit 1 Review, pp. 45–46; Unit 2, People in Science, pp. 103–104; Unit 3, People in Science, pp. 123–124; Unit 4, People in Science, pp. 223–224; Unit 5, Careers in Science, pp. 251–252; Unit 6, People in Science, pp. 315–316; Unit 7, Careers in Science, pp. 349–350; Unit 8, People in Science, pp. 403–404; Unit 9, Careers in Science, pp. 429–430; Unit 10, Careers in Science, pp. 493–494; Unit 11, People in Science, pp. 559–560, Unit 11, Review, pp. 565–568 **Student Interactive Digital Curriculum:** Unit 1, Lesson 1, What Do Scientists Do?; Unit 2, People in Science—Ayanna Howard; Unit 3, People in Science: Neil DeGrasse Tyson, Michael Kobrick; Unit 4, People in Science: Elvia Niebla, Lena Qiying Ma; Unit 5, Career in Science: Medical Chemist; Unit 6, People in Science—Ruth Rogan and Hèctor Abruña; Unit 7, Careers in Science: 8 Things About Civil Engineers; Unit 9, People in Science: Halimaton Hamdan; Unit 10, Careers in Science: Animal Behaviorist; Unit 11, People in Science—Wangari Maathi and Willie Smits **Teacher Digital Management Center:** Unit 1, Lesson 1, What Do Scientists Do?; Unit 2, People in Science—Ayanna Howard; Unit 3, People in Science: Neil DeGrasse Tyson, Michael Kobrick; Unit 4, People in Science: Elvia Niebla, Lena Qiying Ma; Unit 5, Career in Science: Medical Chemist; Unit 6, People in Science—Ruth Rogan and Hèctor Abruña; Unit 7, Careers in Science: 8 Things About Civil Engineers; Unit 9, People in Science: Halimaton Hamdan; Unit 10, Careers in Science: Animal Behaviorist; Unit 11, People in Science—Wangari Maathi and Willie Smits

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SC.4.N.3.1	Explain that models can be three dimensional, two dimensional, an explanation in your mind, or a computer model.	**SE:** Unit 1, Lesson 5, pp. 47–56; Unit 1, Lesson 6, pp. 57–60; Unit 1, Review, pp. 61–64; Unit 2, Lesson 3, pp. 85–98; Unit 2, Lesson 4, pp. 99–102; Unit 3, Lesson 2, pp. 125–128; Unit 3, STEM, pp. 153–156; Unit 4 Review, pp. 225–228; Unit 5 Review, pp. 289–292; Unit 7 STEM, pp. 341–344; Unit 8, Lesson 2, pp. 385A–388A; Unit 11 STEM, pp. 561–564 **TE:** Unit 1, Lesson 5, pp. 47A–56A; Unit 1, Lesson 6, pp. 57A–60A; Unit 1, Review, pp. 61–64; Unit 2, Lesson 3, pp. 85A–98A; Unit 2, Lesson 4, pp. 99A–102A; Unit 3, Lesson 2, pp. 125A–128A; Unit 3, STEM, pp. 153–156; Unit 4 Review, pp. 225–228; Unit 5 Review, pp. 289–292; Unit 7 STEM, pp. 341–344; Unit 8, Lesson 2, pp. 385A–388A; Unit 11 STEM, pp. 561–564 **Student Interactive Digital Curriculum:** Unit 1, Lesson 5, What Kinds of Models Do Scientists Use?; Unit 1, Lesson 6, How Can You Model a School?; Unit 2, Lesson 3, What is Technology?; Unit 2, Lesson 4, How Does Technology Help Us Lean About Space?; Unit 3, Lesson 2, How Does Earth Move in Space?; Unit 3, STEM: Space Exploration/Design It: Build a Sundial; Unit 7, STEM: How It Works: Piezoelectricity/Design It: Solve Water Heater; Unit 8, Lesson 2, How Is Heat Produced?; Unit 11, STEM: Underwater Exploration/Solve It: Getting Around a Dam **Teacher Digital Management Center:** Unit 1, Lesson 5, What Kinds of Models Do Scientists Use?; Unit 1, Lesson 6, How Can You Model a School?; Unit 2, Lesson 3, What is Technology?; Unit 2, Lesson 4, How Does Technology Help Us Lean About Space?; Unit 3, Lesson 2, How Does Earth Move in Space?; Unit 3, STEM: Space Exploration/Design It: Build a Sundial; Unit 7, STEM: How It Works: Piezoelectricity/Design It: Solve Water Heater; Unit 8, Lesson 2, How Is Heat Produced?; Unit 11, STEM: Underwater Exploration/Solve It: Getting Around a Dam
SC.4.P.8.1	Measure and compare objects and materials based on their physical properties including: mass, shape, volume, color, hardness, texture, odor, taste, attraction to magnets.	**SE:** Unit 5, Lesson 1, pp. 231–246; Unit 5, Lesson 2, pp. 247–250; Unit 5, Lesson 5, pp. 271–284; Unit 5 Review, pp. 289–292 **TE:** Unit 5, Lesson 1, pp. 231A–246A; Unit 5, Lesson 2, pp. 247A–250A; Unit 5, Lesson 5, pp. 271A–284A; Unit 5 Review, pp. 289–292 **Student Interactive Digital Curriculum:** Unit 5, Lesson 1, What Are Physical Properties of Matter?; Unit 5, Lesson 2, How Are Physical Properties Observed?; Unit 5, Lesson 5, What Are Magnets? **Teacher Digital Management Center:** Unit 5, Lesson 1, What Are Physical Properties of Matter?; Unit 5, Lesson 2, How Are Physical Properties Observed?; Unit 5, Lesson 5, What Are Magnets?
SC.4.P.8.2	Identify properties and common uses of water in each of its states.	**SE:** Unit 5, Lesson 4, pp. 257–266; Unit 5 Review, pp. 289–292 **TE:** Unit 5, Lesson 4, pp. 257A–266A; Unit 5 Review, pp. 289–292 **Student Interactive Digital Curriculum:** Unit 5, Lesson 4, What Are the States of Water? **Teacher Digital Management Center:** Unit 5, Lesson 4, What Are the States of Water?

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SC.4.P.8.3	Explore the Law of Conservation of Mass by demonstrating that the mass of a whole object is always the same as the sum of the masses of its parts.	**SE:** Unit 5, Lesson 3, pp. 253–256; Unit 5 Review, pp. 289–292 **TE:** Unit 5, Lesson 3, pp. 253A–256A; Unit 5 Review, pp. 289–292 **Student Interactive Digital Curriculum:** Unit 5, Lesson 3, What is Conservation of Mass? **Teacher Digital Management Center:** Unit 5, Lesson 3, What is Conservation of Mass?
SC.4.P.8.4	Investigate and describe that magnets can attract magnetic materials and attract and repel other magnets.	**SE:** Unit 5, Lesson 5, pp. 271–284; Unit 5, Lesson 6, pp. 285–288; Unit 5 Review, pp. 289–292 **TE:** Unit 5, Lesson 5, pp. 271A–284A; Unit 5, Lesson 6, pp. 285A–288A; Unit 5 Review, pp. 289–292 **Student Interactive Digital Curriculum:** Unit 5, Lesson 5, What Are Magnets?; Unit 6, Lesson 6, How Do Magnets Attract Objects? **Teacher Digital Management Center:** Unit 5, Lesson 5, What Are Magnets?; Unit 6, Lesson 6, How Do Magnets Attract Objects?
SC.4.P.9.1	Identify some familiar changes in materials that result in other materials with different characteristics, such as decaying animal or plant matter, burning, rusting, and cooking.	**SE:** Unit 6, Lesson 1, pp. 296–310; Unit 6, Lesson 2, pp. 311–314; Unit 6 Review, pp. 321–322 **TE:** Unit 6, Lesson 1, pp. 296A–310A; Unit 6, Lesson 2, pp. 311A–314A; Unit 6 Review, pp. 321–322 **Student Interactive Digital Curriculum:** Unit 6, Lesson 1, What Are Physical and Chemical Changes?; Unit 6, Lesson 2, How Can You Tell When a New Substance Forms? **Teacher Digital Management Center:** Unit 6, Lesson 1, What Are Physical and Chemical Changes?; Unit 6, Lesson 2, How Can You Tell When a New Substance Forms?
SC.4.P.10.1	Observe and describe some basic forms of energy, including light, heat, sound, electrical, and the energy of motion.	**SE:** Unit 7, Lesson 1, pp. 325–340; Unit 7, Lesson 2, pp. 345–348; Unit 7 Review, pp. 367–370 **TE:** Unit 7, Lesson 1, pp. 325A–340A; Unit 7, Lesson 2, pp. 345A–348A; Unit 7 Review, pp. 367–370 **Student Interactive Digital Curriculum:** Unit 7, Lesson 1, What Are Some Forms of Energy?; Unit 7, Lesson 2, Where Does Energy Come From? **Teacher Digital Management Center:** Unit 7, Lesson 1, What Are Some Forms of Energy?; Unit 7, Lesson 2, Where Does Energy Come From?

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SC.4.P.10.2	Investigate and describe that energy has the ability to cause motion or create change.	**SE:** Unit 7, Lesson 1, pp. 325–340, Unit 7, Lesson 2, pp. 345–348, Unit 7 Review, pp. 367–370 **TE:** Unit 7, Lesson 1, pp. 325A–340A, Unit 7, Lesson 2, pp. 345A–348A, Unit 7 Review, pp. 367–370 **Student Interactive Digital Curriculum:** Unit 7, Lesson 1, What Are Some Forms of Energy?; Unit 7, Lesson 2, Where Does Energy Come From? **Teacher Digital Management Center:** Unit 7, Lesson 1, What Are Some Forms of Energy?; Unit 7, Lesson 2, Where Does Energy Come From?
SC.4.P.10.3	Investigate and explain that sound is produced by vibrating objects and that pitch depends on how fast or slow the object vibrates.	**SE:** Unit 7, Lesson 3, pp. 351–354; Unit 7 Review, pp. 367–370 **TE:** Unit 7, Lesson 3, pp. 351A–354A; Unit 7 Review, pp. 367–370 **Student Interactive Digital Curriculum:** Unit 7, Lesson 3, What Is Sound? **Teacher Digital Management Center:** Unit 7, Lesson 3, What Is Sound?
SC.4.P.10.4	Describe how moving water and air are sources of energy and can be used to move things.	**SE:** Unit 7, Lesson 4, pp. 355–366, Unit 7 Review, pp. 367–370 **TE:** Unit 7, Lesson 4, pp. 355A–366A, Unit 7 Review, pp. 367–370 **Student Interactive Digital Curriculum:** Unit 7, Lesson 4, How Do People Use Energy From Wind and Water? **Teacher Digital Management Center:** Unit 7, Lesson 4, How Do People Use Energy From Wind and Water?
SC.4.P.11.1	Recognize that heat flows from a hot object to a cold object and that heat flow may cause materials to change temperature.	**SE:** Unit 8, Lesson 1, pp. 373–384; Unit 8, Lesson 2, pp. 385–388; Unit 8 Review, pp. 405–406 **TE:** Unit 8, Lesson 1, pp. 373A–384A; Unit 8, Lesson 2, pp. 385A–388A; Unit 8 Review, pp. 405–406 **Student Interactive Digital Curriculum:** Unit 8, Lesson 1, What Is Heat?; Unit 8, Lesson 2, How is Heat Produced? **Teacher Digital Management Center:** Unit 8, Lesson 1, What Is Heat?; Unit 8, Lesson 2, How is Heat Produced?

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SC.4.P.11.2	Identify common materials that conduct heat well or poorly.	**SE:** Unit 8, Lesson 3, pp, 389–398; Unit 8, Lesson 4, pp, 399–402; Unit 8, People in Science, pp. 403–404; Unit 8 Review, pp. 405–406 **TE:** Unit 8, Lesson 3, pp, 389A–398A; Unit 8, Lesson 4, pp, 399A–402A; Unit 8, People in Science, pp, 403–404; Unit 8 Review, pp. 405–406 **Student Interactive Digital Curriculum:** Unit 8, Lesson 3, What Are Conductors and Insulators?; Unit 8, Lesson 4, What Materials are Conductors?; Unit 8, People in Science: Hamilton Hamdan **Teacher Digital Management Center:** Unit 8, Lesson 3, What Are Conductors and Insulators?; Unit 8, Lesson 4, What Materials are Conductors?; Unit 8, People in Science: Halimaton Hamdan
SC.4.P.12.1	Recognize that an object in motion always changes its position and may change its direction.	**SE:** Unit 9, Lesson 1, pp, 409–424; Unit 9 Review, pp. 435–438 **TE:** Unit 9, Lesson 1, pp, 409A–424A; Unit 9 Review, pp. 435–438 **Student Interactive Digital Curriculum:** Unit 9, Lesson 1, What Is Motion? **Teacher Digital Management Center:** Unit 9, Lesson 1, What Is Motion?
SC.4.P.12.2	Investigate and describe that the speed of an object is determined by the distance it travels in a unit of time and that objects can move at different speeds.	**SE:** Unit 9, Lesson 1, pp. 409–424; Unit 9, Lesson 2, pp. 425–428; Unit 9 Review, pp. 435–438 **TE:** Unit 9, Lesson 1, pp. 409A–424A; Unit 9, Lesson 2, pp. 425A–428A; Unit 9 Review, pp. 435–438 **Student Interactive Digital Curriculum:** Unit 9, Lesson 1, What Is Motion?; Unit 9, Lesson 2, What is Speed? **Teacher Digital Management Center:** Unit 9, Lesson 1, What Is Motion?; Unit 9, Lesson 2, What is Speed?
LAFS.4.RI.1.3	Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.	In every core content lesson, students provide explanations. The following are some of the many examples: **SE:** Unit 3, Lesson 1, p. 122; Unit 4, Lesson 3, p. 188 **TE:** Unit 3, Lesson 1, p. 122; Unit 3, Lesson 4, p. 142; Unit 4, Lesson 3, p. 188; Unit 5, Lesson 1, p. 236; Unit 7 STEM, p. 342
LAFS.4.RI.2.4	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.	In every core content lesson, students use strategies in **Develop Science Vocabulary** to determine the meanings of words in the text. The following are some of the many examples: **TE:** Unit 1, Lesson 1, p. 5; Unit 3, Lesson 4, p. 142; Unit 5, Lesson 5, p. 273; Unit 8, Lesson 1, p. 377

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LAFS.4.RI.4.10	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.	In every core content lesson, students read Grade 4 informational texts. The following are some of the many examples: **TE:** Unit 1, Lesson 5, p. 52; Unit 3, Lesson 4, p. 141; Unit 5 STEM, p. 269; Unit 6, Lesson 1, p. 304
LAFS.4.SL.1.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly. a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. b. Follow agreed-upon rules for discussions and carry out assigned role. c. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others. d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.	In every core content lesson, students use the strategies in **Develop Inquiry Skills**, **Claims • Evidence • Reasoning**, **Develop Science Concepts**, and **Interpret Visuals** to participate in collaborative conversations.The following are some of the many examples: **TE:** Unit 1, Lesson 1, p. 9; Unit 1, Lesson 3, p. 37; Unit 2, Lesson 3, p. 95; Unit 5, Lesson 5, p. 272; Unit 5, Lesson 6, p. 286; Unit 8, Lesson 1, p. 378; Unit 10, Lesson 3, p. 474; Unit 11, Lesson 4, p. 548 At the end of every unit, students use the strategies in the **Enduring Understandings** to participate in collaborative conversations. For example: **TE:** Unit 1, p. 61A; Unit 4, p. 225A; Unit 5, p. 289A; Unit 6, p. 321A

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LAFS.4.W.3.8	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.	In every core content lesson, students use the strategies in the **Florida Writing Connection** to write about science topics. For example: **TE:** Unit 1, p. 56A; Unit 5, p. 284A; Unit 7, p. 340A; Unit 10, p. 456A
LAFS.4.W.3.9	Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply grade 4 Reading standards to literature (e.g., "Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character's thoughts, words, or actions]."). b. Apply grade 4 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text").	In every core content lesson, students use the strategies in the **Florida Writing Connection** to write about science topics. For example: **TE:** Unit 1, p. 56A; Unit 5, p. 284A; Unit 7, p. 340A; Unit 10, p. 456A

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MAFS.4.MD.1.1	Know relative sizes of measurement units within one system of units including km, m, cm; kg, g; lb, oz.; l, ml; hr, min, sec. Within a single system of measurement, express measurements in a larger unit in terms of a smaller unit. Record measurement equivalents in a two-column table. For example, know that 1 ft is 12 times as long as 1 in. Express the length of a 4 ft snake as 48 in. Generate a conversion table for feet and inches listing the number pairs (1, 12), (2, 24), (3, 36), ...	**SE:** Unit 8, Lesson 1, p. 375 **TE:** Unit 1, Lesson 4, p. 44A; Unit 4, Lesson 4, p. 199; Unit 8, Lesson 1, p. 375 **Student Interactive Digital Curriculum:** Unit 1, Lesson 4, What Do Scientists Compare Results?; Unit 4, Lesson 4, How Can Rocks Be Classified?; Unit 8, Lesson 1, What is Heat? **Teacher Digital Management Center:** Unit 1, Lesson 4, What Do Scientists Compare Results?; Unit 4, Lesson 4, How Can Rocks Be Classified?; Unit 8, Lesson 1, What is Heat?
MAFS.4.MD.2.4	Make a line plot to display a data set of measurements in fractions of a unit (1/2, 1/4, 1/8). Solve problems involving addition and subtraction of fractions by using information presented in line plots. For example, from a line plot find and interpret the difference in length between the longest and shortest specimens in an insect collection.	**TE:** Unit 1, Lesson 1, p. 11
ELD.K12.ELL.SC.1	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Science.	In the English Language Learners activities in every lesson, students communicate information, ideas, and concepts in the content area of Science. See, for example, the following: **TE:** Unit 2, Differentiated Instruction, p. 65J; Unit 3, Lesson 1, p. 112; Unit 4, Lesson 1, p. 166; Unit 5, Lesson 1, p. 232

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ELD.K12.ELL.SI.1	English language learners communicate for social and instructional purposes within the school setting.	In the English Language Learners activities in every lesson, students communicate for social and instructional purposes. See, for example, the following: **TE:** Unit 1, Lesson 2, p. 18; Unit 2, Lesson1, p. 70; Unit 7, Lesson1, p. 333; Unit 8, Differentiated Instruction, p. 371J