Houghton Mifflin Harcourt

Correlation to the Florida Course Description for Science – Grade Five Course Code 5020060

HMH Florida Science Grade 5
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2016-2017 STATE OF FLORIDA INSTRUCTIONAL MATERIALS ADOPTION
STANDARDS ALIGNMENT
COURSE STANDARDS/BENCHMARKS (Form IM7)

BID ID:	**3261**
SUBMISSION TITLE:	**HMH Florida Science Grade 5 ©2019**
GRADE LEVEL:	**5**
COURSE TITLE:	**Science – Grade Five**
COURSE CODE:	**5020060**
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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.5.E.5.1	Recognize that a galaxy consists of gas, dust, and many stars, including any objects orbiting the stars. Identify our home galaxy as the Milky Way.	**SE:** Unit 3, Lesson 3, pp. 137–146; Unit 3 Review, pp. 151–154 **TE:** Unit 3, Lesson 3, pp. 137A–146A; Unit 3 Review, pp. 151–154 **Student Interactive Digital Curriculum:** Unit 3, Lesson 3, What Are Stars and Galaxies? **Teacher Digital Management Center:** Unit 3, Lesson 3, What Are Stars and Galaxies?
SC.5.E.5.2	Recognize the major common characteristics of all planets and compare/contrast the properties of inner and outer planets.	**SE:** Unit 3, Lesson 1, pp. 113–130; Unit 2, Lesson 2, pp. 133–136; Unit 3, Review, pp. 151–154 **TE:** Unit 3, Lesson 1, pp. 113A–130A; Unit 2, Lesson 2, pp. 133A–136A; Unit 3, Review, pp. 151–154 **Student Interactive Digital Curriculum:** Unit 3, Lesson 1, What Objects Are a Part of the Solar System?; Unit 3, Lesson 2, How Do We Observe Objects in the Solar System? **Teacher Digital Management Center:** Unit 3, Lesson 1, What Objects Are a Part of the Solar System?; Unit 3, Lesson 2, How Do We Observe Objects in the Solar System?

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SC.5.E.5.3	Distinguish among the following objects of the Solar System -- Sun, planets, moons, asteroids, comets -- and identify Earth's position in it.	**SE:** Unit 3, Lesson 1, pp. 113A–136A; Unit 3 Review, pp. 151–154 **TE:** Unit 3, Lesson 1, pp. 113A–136A; Unit 3 Review, pp. 151–154 **Student Interactive Digital Curriculum:** Unit 3, Lesson 1, What Objects Are a Part of the Solar System? **Teacher Digital Management Center:** Unit 3, Lesson 1, What Objects Are a Part of the Solar System?
SC.5.E.7.1	Create a model to explain the parts of the water cycle. Water can be a gas, a liquid, or a solid and can go back and forth from one state to another.	**SE:** Unit 4, Lesson 1, pp. 157–17A; Unit 4, Lesson 2, pp. 171–174; Unit 4 Review, pp. 225–228 **TE:** Unit 4, Lesson 1, pp. 157A–170A; Unit 4, Lesson 2, pp. 171A–174A; Unit 4 Review, pp. 225–228 **Student Interactive Digital Curriculum:** Unit 4, Lesson 1, What is the Water Cycle?; Unit 4, Lesson 2, What Happens During the Water Cycle? **Teacher Digital Management Center:** Unit 4, Lesson 1, What is the Water Cycle?; Unit 4, Lesson 2, What Happens During the Water Cycle?
SC.5.E.7.2	Recognize that the ocean is an integral part of the water cycle and is connected to all of Earth's water reservoirs via evaporation and precipitation processes.	**SE:** Unit 4, Lesson 1, pp. 157–170; Unit 4, Lesson 2, pp. 171–174; Unit 4 Review, pp. 223–228 **TE:** Unit 4, Lesson 1, pp. 157A–170A; Unit 4, Lesson 2, pp. 171A–174A; Unit 4 Review, pp. 223–228 **Student Interactive Digital Curriculum:** Unit 4, Lesson 1, What is the Water Cycle?; Unit 4, Lesson 2, What Happens During the Water Cycle? **Teacher Digital Management Center:** Unit 4, Lesson 1, What is the Water Cycle?; Unit 4, Lesson 2, What Happens During the Water Cycle?
SC.5.E.7.3	Recognize how air temperature, barometric pressure, humidity, wind speed and direction, and precipitation determine the weather in a particular place and time.	**SE:** Unit 4, Lesson 3, pp. 175–186; Unit 4, Lesson 4, pp. 191–199; Unit 4, Lesson 5, pp. 205–208; Unit 4 Review, pp. 225–228 **TE:** Unit 4, Lesson 3, pp. 175A–186A; Unit 4, Lesson 4, pp. 191A–199A; Unit 4, Lesson 5, pp. 205A–208A; Unit 4 Review, pp. 225–228 **Student Interactive Digital Curriculum:** Unit 4, Lesson 3, How Do We Measure Weather?; Unit 4, Lesson 4, How Do Weather Patterns Help Us Predict Weather?; Unit 4, Lesson 5, How Can We Observe Weather Patterns? **Teacher Digital Management Center:** Unit 4, Lesson 3, How Do We Measure Weather?; Unit 4, Lesson 4, How Do Weather Patterns Help Us Predict Weather?; Unit 4, Lesson 5, How Can We Observe Weather Patterns?

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SC.5.E.7.4	Distinguish among the various forms of precipitation (rain, snow, sleet, and hail), making connections to the weather in a particular place and time.	**SE:** Unit 4, Lesson 3, pp. 175–186; Unit 4, Lesson 5, pp. 205–208; Unit 4 Review, pp. 225–228 **TE:** Unit 4, Lesson 3, pp. 175A–186A; Unit 4, Lesson 5, pp. 205A–208A; Unit 4 Review, pp. 225–228 **Student Interactive Digital Curriculum:** Unit 4, Lesson 3, How Do We Measure Weather?; Unit 4, Lesson 5, How Can We Observe Weather Patterns? **Teacher Digital Management Center:** Unit 4, Lesson 3, How Do We Measure Weather?; Unit 4, Lesson 5, How Can We Observe Weather Patterns?
SC.5.E.7.5	Recognize that some of the weather-related differences, such as temperature and humidity, are found among different environments, such as swamps, deserts, and mountains.	**SE:** Unit 4, Lesson 6, pp. 209–222; Unit 4 Review, pp. 225–228 **TE:** Unit 4, Lesson 6, pp. 209A–222A; Unit 4 Review, pp. 225–228 **Student Interactive Digital Curriculum:** Unit 4, Lesson 6, What Factors Affect Climate? **Teacher Digital Management Center:** Unit 4, Lesson 6, What Factors Affect Climate?
SC.5.E.7.6	Describe characteristics (temperature and precipitation) of different climate zones as they relate to latitude, elevation, and proximity to bodies of water.	**SE:** Unit 4, Lesson 6, pp. 209–222; Unit 6 Review, pp. 225–228 **TE:** Unit 4, Lesson 6, pp. 209A–222A; Unit 6 Review, pp. 225–228 **Student Interactive Digital Curriculum:** Unit 4, Lesson 6, What Factors Affect Climate? **Teacher Digital Management Center:** Unit 4, Lesson 6, What Factors Affect Climate?
SC.5.E.7.7	Design a family preparedness plan for natural disasters and identify the reasons for having such a plan.	**SE:** Unit 4, Lesson 4, pp. 191–199, Unit 4 Review, pp. 225–228 **TE:** Unit 4, Lesson 4, pp. 191A–199A, Unit 4 Review, pp. 225–228 **Student Interactive Digital Curriculum:** Unit 4, Lesson 4, How Do Weather Patterns Help Us Predict Weather? **Teacher Digital Management Center:** Unit 4, Lesson 4, How Do Weather Patterns Help Us Predict Weather?

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SC.5.L.14.1	Identify the organs in the human body and describe their functions, including the skin, brain, heart, lungs, stomach, liver, intestines, pancreas, muscles and skeleton, reproductive organs, kidneys, bladder, and sensory organs.	**SE:** Unit 9, Lesson 1, pp. 429–444; Unit 9, Lesson 2, pp. 445–448; Unit 9, Lesson 3, pp. 449–466; Unit 9, Lesson 4, pp. 471–484; Unit 9 Review, pp. 487–490 **TE:** Unit 9, Lesson 1, pp. 429A–444A; Unit 9, Lesson 2, pp. 445A–448A; Unit 9, Lesson 3, pp. 449A–466A; Unit 9, Lesson 4, pp. 471A–484A; Unit 9 Review, pp. 487–490 **Student Interactive Digital Curriculum:** Unit 9, Lesson 1, What Are Organs and Body Systems?; Unit 9, Lesson 2, How Does the Body Stay Cool?; Unit 9, Lesson 3, What Body Parts Enable Movement, Support, Respiration, . . .?; Unit 9, Lesson 4, What Body Party Enable Digestion, Waste Removal, and . . .? **Teacher Digital Management Center:** Unit 9, Lesson 1, What Are Organs and Body Systems?; Unit 9, Lesson 2, How Does the Body Stay Cool?; Unit 9, Lesson 3, What Body Parts Enable Movement, Support, Respiration, . . .?; Unit 9, Lesson 4, What Body Party Enable Digestion, Waste Removal, and . . .?
SC.5.L.14.2	Compare and contrast the function of organs and other physical structures of plants and animals, including humans, for example: some animals have skeletons for support -- some with internal skeletons others with exoskeletons -- while some plants have stems for support.	**SE:** Unit 9, Lesson 1, pp. 429–444; Unit 9, Lesson 3, pp. 449–466; Unit 9, Lesson 4, pp. 471–484; Unit 9, People in Science, pp. 485–486; Unit 9 Review, pp. 487–490 **TE:** Unit 9, Lesson 1, pp. 429A–444A; Unit 9, Lesson 3, pp. 449A–466A; Unit 9, Lesson 4, pp. 471A–484A; Unit 9, People in Science, pp. 485–486; Unit 9 Review, pp. 487–490 **Student Interactive Digital Curriculum:** Unit 9, Lesson 1, What Are Organs and Body Systems?; Unit 9, Lesson 3, What Body Parts Enable Movement, Support, Respiration, . . .?; Unit 9, Lesson 4, What Body Party Enable Digestion, Waste Removal, and . . .?, Unit 9, People in Science—Henry Gray/Asa Gray **Teacher Digital Management Center:** Unit 9, Lesson 1, What Are Organs and Body Systems?; Unit 9, Lesson 3, What Body Parts Enable Movement, Support, Respiration, . . .?; Unit 9, Lesson 4, What Body Party Enable Digestion, Waste Removal, and . . .?, Unit 9, People in Science—Henry Gray/Asa Gray
SC.5.L.15.1	Describe how, when the environment changes, differences between individuals allow some plants and animals to survive and reproduce while others die or move to new locations.	**SE:** Unit 10, Lesson 1, pp. 493–510; Unit 10, Careers in Science, pp. 511–512; Unit 10, Lesson 2, pp. 513–516; Unit 10 Review, pp. 517–520 **TE:** Unit 10, Lesson 1, pp. 493A–510A; Unit 10, Careers in Science, pp. 511–512; Unit 10, Lesson 2, pp. 513A–516A; Unit 10 Review, pp. 517–520 **Student Interactive Digital Curriculum:** Unit 10, Lesson 1, How Do Environmental Changes Affect Organisms?; Unit 10, Careers In Science—Wildlife Survey; Unit 10, Lesson 2, How Does Drought Affect Plants? **Teacher Digital Management Center:** Unit 10, Lesson 1, How Do Environmental Changes Affect Organisms?; Unit 10, Careers In Science—Wildlife Survey; Unit 10, Lesson 2, How Does Drought Affect Plants?

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SC.5.L.17.1	Compare and contrast adaptations displayed by animals and plants that enable them to survive in different environments such as life cycles variations, animal behaviors and physical characteristics.	**SE:** Unit 11, Lesson 1, pp. 523–536; Unit 11, Lesson 2, pp. 537–540; Unit 11, Lesson 3, pp. 541–556; Unit 11, People in Science, pp. 557–558; Unit 11, Lesson 4, pp. 559–574; Unit 11, STEM , pp. 575–578; Unit 11 Review, pp. 579–582 **TE:** Unit 11, Lesson 1, pp. 523A–536A; Unit 11, Lesson 2, pp. 537A–540A; Unit 11, Lesson 3, pp. 541A–556A; Unit 11, People in Science, pp. 557–558; Unit 11, Lesson 4, pp. 559A–574A; Unit 11, STEM , pp. 575–578; Unit 11 Review, pp. 579–582 **Student Interactive Digital Curriculum:** Unit 11, Lesson 1, What Is Adaptation?; Unit 11, Lesson 2, Why Do Bird Beaks Differ?; Unit 11, Lesson 3, What Are Some Adaptations to Life on Land?; Unit 11, People in Science—Erika Zaveleta and Peter and Rosemary Grant; Unit 11, Lesson 4, What Are Some Adaptations to Life in Water?; Unit 11, STEM: Tracking Wildlife/Make a Process: Mimicking an Adaptation **Teacher Digital Management Center:** Unit 11, Lesson 1, What Is Adaptation?; Unit 11, Lesson 2, Why Do Bird Beaks Differ?; Unit 11, Lesson 3, What Are Some Adaptations to Life on Land?; Unit 11, People in Science—Erika Zaveleta and Peter and Rosemary Grant; Unit 11, Lesson 4, What Are Some Adaptations to Life in Water?; Unit 11, STEM: Tracking Wildlife/Make a Process: Mimicking an Adaptation

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SC.5.N.1.1	Define a problem, use appropriate reference materials to support scientific understanding, plan and carry out scientific investigations of various types such as: systematic observations, experiments requiring the identification of variables, collecting and organizing data, interpreting data in charts, tables, and graphics, analyze information, make predictions, and defend conclusions.	**SE:** Unit 1, Careers in Science, pp. 17–18; Unit 1, Lesson 3, pp. 25–40; Unit 1, Lesson 5, pp. 45–58; Unit 1, Lesson 6, pp. 59–62; Unit 1 Review, pp. 63–66; Unit 2, Lesson 1, pp. 69–84; Unit 2, Lesson 2, pp. 85A–88A; Unit 2, Lesson 3, pp. 89–100; Unit 2, Careers in Science, pp. 101–102; Unit 2, Lesson 4, pp. 103–106; Unit 4 Review, pp. 107–110; Unit 4, Lesson 2, pp. 171–174; Unit 4, Lesson 5, pp. 205–208; Unit 4 Review, pp. 225–228; Unit 5, Lesson 5, pp. 283–286; Unit 5 Review, pp. 299–302; Unit 6, Lesson 2, pp. 321–324; Unit 7, Lesson 1, pp. 363–366; Unit 8, Lesson 2, pp. 413–416; Unit 8, Lesson 3, pp. 416–420; Unit 8 Review, pp. 423–426; Unit 10, Lesson 2, pp. 513–516; Unit 10 Review, pp. 517–520 **TE:** Unit 1, Careers in Science, pp. 17–18; Unit 1, Lesson 3, pp. 25A–40A; Unit 1, Lesson 5, pp. 45A–58A; Unit 1, Lesson 6, pp. 59A–62A; Unit 1 Review, pp. 63–66; Unit 2, Lesson 1, pp. 69A–84A; Unit 2, Lesson 2, pp. 85A–88A; Unit 2, Lesson 3, pp. 89A–100A; Unit 2, Careers in Science, pp. 101–102; Unit 2, Lesson 4, pp. 103A–106A; Unit 4 Review, pp. 107–110; Unit 4, Lesson 2, pp. 171A–174A; Unit 4, Lesson 5, pp. 205A–208A; Unit 4 Review, pp. 225–228; Unit 5, Lesson 5, pp. 283A–286A; Unit 5 Review, pp. 299–302; Unit 6, Lesson 2, pp. 321A–324A; Unit 7, Lesson 1, pp. 363A–366A; Unit 8, Lesson 2, pp. 413A–416A; Unit 8, Lesson 3, pp. 416A–420A; Unit 8 Review, pp. 423–426; Unit 10, Lesson 2, pp. 513A–516A; Unit 10 Review, pp. 517–520 **Student Interactive Digital Curriculum:** Unit 1, Careers in Science—Meteorologist; Unit 1, Lesson 3, What Are Some Types of Investigations?; Unit 1, Lesson 5, What Are Some Science Tools?; Unit 1, Lesson 6, How Can Scientists Learn from Repeated Observations?; Unit 2, Lesson 1, What Is the Design Process?; Unit 2, Lesson 2, How Can You Design a Solution to a Problem?; Unit 2, Lesson 3, What Are Some Types of Investigations?; Unit 2, Careers in Science—Prosthetic Design; Unit 2, Lesson 4, How Can You Use Engineering to Solve a Problem?; Unit 4, Lesson 2, What Happens During the Water Cycle?; Unit 4, Lesson 5, How Can We Observe Weather Patterns?; Unit 5, Lesson 5, What Affects the Speed of Dissolving?; Unit 6, Lesson 2, What Changes Can Energy Cause?; Unit 7, Lesson 1, What Is an Electric Circuit?; Unit 8, Lesson 2, What Forces Affect Motion?; Unit 8, Lesson 3, What Are Balanced and Unbalanced Forces?; Unit 10, Lesson 2, How Does Drought Affect Plants? **Teacher Digital Management Center:** Unit 1, Careers in Science—Meteorologist; Unit 1, Lesson 3, What Are Some Types of Investigations?; Unit 1, Lesson 5, What Are Some Science Tools?; Unit 1, Lesson 6, How Can Scientists Learn from Repeated Observations?; Unit 2, Lesson 1, What Is the Design Process?; Unit 2, Lesson 2, How Can You Design a Solution to a Problem?; Unit 2, Lesson 3, What Are Some Types of Investigations?; Unit 2, Careers in Science—Prosthetic Design; Unit 2, Lesson 4, How Can You Use Engineering to Solve a Problem?; Unit 4, Lesson 2, What Happens During the Water Cycle?; Unit 4, Lesson 5, How Can We Observe Weather Patterns?; Unit 5, Lesson 5, What Affects the Speed of Dissolving?; Unit 6, Lesson 2, What Changes Can Energy Cause?; Unit 7, Lesson 1, What Is an Electric Circuit?; Unit 8, Lesson 2, What Forces Affect Motion?; Unit 8, Lesson 3, What Are Balanced and Unbalanced Forces?; Unit 10, Lesson 2, How Does Drought Affect Plants?

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SC.5.N.1.2	Explain the difference between an experiment and other types of scientific investigation.	**SE:** Unit 1, Lesson 3, pp. 25–40; Unit 1, Lesson 4, pp. 41–44; Unit 1, Lesson 6, pp. 59–62; Unit 1 Review, pp. 63–66; Unit 3, Lesson 2, pp. 133–136; Unit 3, Review, pp. 151–154; Unit 7, STEM, pp. 381–384 **TE:** Unit 1, Lesson 3, pp. 25A–40A; Unit 1, Lesson 4, pp. 41A–44A; Unit 1, Lesson 6, pp. 59A–62A; Unit 1 Review, pp. 63–66; Unit 3, Lesson 2, pp. 133A–136A; Unit 3, Review, pp. 151–154; Unit 7, STEM, pp. 381–384 **Student Interactive Digital Curriculum:** Unit 1, Lesson 3, What Are Some Types of Investigations?; Unit 1, Lesson 4, How Do Your Perform a Controlled Experiment?; Unit 1, Lesson 6, How Can Scientists Learn from Repeated Observations?; Unit 3, Lesson 3, How Do We Observe Objects in the Solar System?; Unit 7, STEM: How It Works: The Electric Grid/An Attractive Option **Teacher Digital Management Center:** Unit 1, Lesson 3, What Are Some Types of Investigations?; Unit 1, Lesson 4, How Do Your Perform a Controlled Experiment?; Unit 1, Lesson 6, How Can Scientists Learn from Repeated Observations?; Unit 3, Lesson 3, How Do We Observe Objects in the Solar System?; Unit 7, STEM: How It Works: The Electric Grid/An Attractive Option
SC.5.N.1.3	Recognize and explain the need for repeated experimental trials.	**SE:** Unit 1, Lesson 3, pp. 25–40; Unit 1, Lesson 4, pp. 41–44; Unit 1 Review, pp. 63–66; Unit 5, STEM, pp. 245–248; Unit 5, Lesson 3, pp. 265–268; Unit 8, Lesson 2, pp. 413–416 **TE:** Unit 1, Lesson 3, pp. 25A–40A; Unit 1, Lesson 4, pp. 41A–44A; Unit 1 Review, pp. 63–66; Unit 5, STEM, pp. 245–248; Unit 5, Lesson 3, pp. 265A–268A; Unit 8, Lesson 2, pp. 413A–416A **Student Interactive Digital Curriculum:** Unit 1, Lesson 3, What Are Some Types of Investigations?; Unit 1, Lesson 4, How Do Your Perform a Controlled Experiment?; Unit 5, STEM—Strong, Light, or Both?/Design It: Distillation Device; Unit 5, Lesson 3, How Does Matter Change?; Unit 8, Lesson 2, What Forces Affect Motion? **Teacher Digital Management Center:** Unit 1, Lesson 3, What Are Some Types of Investigations?; Unit 1, Lesson 4, How Do Your Perform a Controlled Experiment?; Unit 5, STEM—Strong, Light, or Both?/Design It: Distillation Device; Unit 5, Lesson 3, How Does Matter Change?; Unit 8, Lesson 2, What Forces Affect Motion?

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SC.5.N.1.4	Identify a control group and explain its importance in an experiment.	**SE:** Unit 1, Lesson 3, pp. 25–40; Unit 1, Lesson 4, pp. 41–44; Unit 1 Review, pp. 63–66; Unit 5, Lesson 5, pp. 283–286; Unit 9, Lesson 2, pp. 445–448; Unit 9 Review, pp. 487–490; Unit 10, Lesson 2, pp. 513–516 **TE**: Unit 1, Lesson 3, pp. 25A–40A; Unit 1, Lesson 4, pp. 41A–44A; Unit 1 Review, pp. 63–66; Unit 5, Lesson 5, pp. 283A–286A; Unit 9, Lesson 2, pp. 445A–448A; Unit 9 Review, pp. 487–490; Unit 10, Lesson 2, pp. 513A–516A **Student Interactive Digital Curriculum:** Unit 1, Lesson 3, What Are Some Types of Investigations?; Unit 1, Lesson 4, How Do Your Perform a Controlled Experiment?; Unit 5, Lesson 5, What Affects the Speed of Dissolving?; Unit 9, Lesson 2, How Does the Body Stay Cool?; Unit 10, Lesson 2, How Does Drought Affect Plants? **Teacher Digital Management Center:** Unit 1, Lesson 3, What Are Some Types of Investigations?; Unit 1, Lesson 4, How Do Your Perform a Controlled Experiment?; Unit 5, Lesson 5, What Affects the Speed of Dissolving?; Unit 9, Lesson 2, How Does the Body Stay Cool?; Unit 10, Lesson 2, How Does Drought Affect Plants?
SC.5.N.1.5	Recognize and explain that authentic scientific investigation frequently does not parallel the steps of "the scientific method."	**SE:** Unit 1, Lesson 3, pp. 25–40; Unit 1, Lesson 4, pp. 41–44; Unit 2, Lesson 1, pp. 69–84A; Unit 2 Review, pp. 107–110; Unit 3, STEM, pp. 147–150; Unit 4, Lesson 2, pp. 171–174; Unit 6, Lesson 4, pp. 339–342; Unit 8, STEM, pp. 409–412; Unit 8 Review, pp. 423–426 **TE:** Unit 1, Lesson 3, pp. 25A–40A; Unit 1, Lesson 4, pp. 41A–44A; Unit 2, Lesson 1, pp. 69A–84A; Unit 2 Review, pp. 107–110; Unit 3, STEM, pp. 147–150; Unit 4, Lesson 2, pp. 171A–174A; Unit 6, Lesson 4, pp. 339A–342A; Unit 8, STEM, pp. 409–412; Unit 8 Review, pp. 423–426 **Student Interactive Digital Curriculum:** Unit 1, Lesson 3, What Are Some Types of Investigations?; Unit 1, Lesson 4, How Do Your Perform a Controlled Experiment?; Unit 3, STEM: Tools In Space/Improvise It: How High Is That Star?; Unit 4, Lesson 2, What Happens During the Water Cycle?; Unit 6, Lesson 4, How Do Electric Charges Interact?; Unit 8, STEM: Football Safety Gear/Design It: Balloon Racer **Teacher Digital Management Center:** Unit 1, Lesson 3, What Are Some Types of Investigations?; Unit 1, Lesson 4, How Do Your Perform a Controlled Experiment?; Unit 3, STEM: Tools In Space/Improvise It: How High Is That Star?; Unit 4, Lesson 2, What Happens During the Water Cycle?; Unit 6, Lesson 4, How Do Electric Charges Interact?; Unit 8, STEM: Football Safety Gear/Design It: Balloon Racer

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SC.5.N.1.6	Recognize and explain the difference between personal opinion/interpretation and verified observation.	**SE:** Unit 1, Lesson 1, pp. 3–16; Unit 4, Lesson 5, pp. 205–208; Unit 4, Review, pp. 225–228; Unit 9, Lesson 2, pp. 445–448; Unit 11, Lesson 2, pp. 537–540 **TE:** Unit 1, Lesson 1, pp. 3A–16A; Unit 4, Lesson 5, pp. 205A–208A; Unit 4, Review, pp. 225–228; Unit 9, Lesson 2, pp. 445A–448A; Unit 11, Lesson 2, pp. 537A–540A **Student Interactive Digital Curriculum:** Unit 1, Lesson 1, What is Science?; Unit 4, Lesson 5, How Can We Observe Weather Patterns?; Unit 9, Lesson 2, How Does the Body Stay Cool?; Unit 11, Lesson 2, Why Do Bird Beaks Differ? **Teacher Digital Management Center:** Unit 1, Lesson 1, What is Science?; Unit 4, Lesson 5, How Can We Observe Weather Patterns?; Unit 9, Lesson 2, How Does the Body Stay Cool?; Unit 11, Lesson 2, Why Do Bird Beaks Differ?
SC.5.N.2.1	Recognize and explain that science is grounded in empirical observations that are testable; explanation must always be linked with evidence.	**SE:** Unit 1, Lesson 1, pp. 3–16; Unit 1, Lesson 2, pp. 19–24; Unit 1 Review, pp. 63–66; Unit 3, Lesson 2, pp. 133–136; Unit 4, STEM, pp. 187–190; Unit 6, Lesson 2, pp. 321–324; Unit 7, Lesson 1, pp. 363–366; Unit 7 Review, pp. 387–388; Unit 8 Review, pp. 423–426; Unit 9 Review, pp. 467–470; Unit 11, Lesson 2, pp. 537–540 **TE:** Unit 1, Lesson 1, pp. 3A–16A; Unit 1, Lesson 2, pp. 19A–24A; Unit 1 Review, pp. 63–66; Unit 3, Lesson 2, pp. 133A–136A; Unit 4, STEM, pp. 187–190; Unit 6, Lesson 2, pp. 321A–324A; Unit 7, Lesson 1, pp. 363A–366A; Unit 7 Review, pp. 387–388; Unit 8 Review, pp. 423–426; Unit 9 Review, pp. 467–470; Unit 11, Lesson 2, pp. 537A–540A **Student Interactive Digital Curriculum:** Unit 1, Lesson 1, What is Science?; Unit 1, Lesson 2, What Do Scientists Learn About the Natural; Unit 3, Lesson 2, How Do We Observe Objects in the Solar System?; Unit 4, STEM—Stormy Weather: The Beaufort Wind Scale/Design It: Build a Wind Vane; Unit 6, Lesson 2, What Changes Can Energy Cause?; Unit 7, Lesson 1, What Is an Electric Circuit?; Unit 11, Lesson 2, pp. Why Do Bird Beaks Differ? **Teacher Digital Management Center:** Unit 1, Lesson 1, What is Science?; Unit 1, Lesson 2, What Do Scientists Learn About the Natural; Unit 3, Lesson 2, How Do We Observe Objects in the Solar System?; Unit 4, STEM—Stormy Weather: The Beaufort Wind Scale/Design It: Build a Wind Vane; Unit 6, Lesson 2, What Changes Can Energy Cause?; Unit 7, Lesson 1, What Is an Electric Circuit?; Unit 11, Lesson 2, pp. Why Do Bird Beaks Differ?
SC.5.N.2.2	Recognize and explain that when scientific investigations are carried out, the evidence produced by those investigations should be replicable by others.	**SE:** Unit 1, Lesson 1, pp. 3–16; Unit 5, Lesson 3, pp. 265–368; Unit 8, Lesson 3, pp. 417–420 **TE:** Unit 1, Lesson 1, pp. 3A–16A; Unit 5, Lesson 3, pp. 265A–368A; Unit 8, Lesson 3, pp. 417A–420A **Student Interactive Digital Curriculum:** Unit 1, Lesson 1, What is Science?; Unit 5, Lesson 3, How Does Matter Change?; Unit 8, Lesson 3, What Are Balanced and Unbalanced Forces **Teacher Digital Management Center:** Unit 1, Lesson 1, What is Science?; Unit 5, Lesson 3, How Does Matter Change?; Unit 8, Lesson 3, What Are Balanced and Unbalanced Forces

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SC.5.P.8.1	Compare and contrast the basic properties of solids, liquids, and gases, such as mass, volume, color, texture, and temperature.	**SE:** Unit 5, Lesson 1, pp. 231–244; Unit 5 Review, pp. 299–302 **TE:** Unit 5, Lesson 1, pp. 231A–244A; Unit 5 Review, pp. 299–302 **Student Interactive Digital Curriculum:** Unit 5, Lesson 1, What Are Solids, Liquids, and Gases? **Teacher Digital Management Center:** Unit 5, Lesson 1, What Are Solids, Liquids, and Gases?
SC.5.P.8.2	Investigate and identify materials that will dissolve in water and those that will not and identify the conditions that will speed up or slow down the dissolving process.	**SE:** Unit 5, Lesson 4, pp. 269–286; Unit 5 Review, pp. 299–302 **TE:** Unit 5, Lesson 4, pp. 269A–286A; Unit 5 Review, pp. 299–302 **Student Interactive Digital Curriculum:** Unit 5, Lesson 4, What Are Mixtures and Solutions? **Teacher Digital Management Center:** Unit 5, Lesson 4, What Are Mixtures and Solutions?
SC.5.P.8.3	Demonstrate and explain that mixtures of solids can be separated based on observable properties of their parts such as particle size, shape, color, and magnetic attraction.	**SE:** Unit 5, Lesson 4, pp. 269–286; Unit 5 Review, pp. 299–302 **TE:** Unit 5, Lesson 4, pp. 269A–286A; Unit 5 Review, pp. 299–302 **Student Interactive Digital Curriculum:** Unit 5, Lesson 4, What Are Mixtures and Solutions? **Teacher Digital Management Center:** Unit 5, Lesson 4, What Are Mixtures and Solutions?
SC.5.P.8.4	Explore the scientific theory of atoms (also called atomic theory) by recognizing that all matter is composed of parts that are too small to be seen without magnification.	**SE:** Unit 5, Lesson 6, pp. 287–296; Unit 5, People in Science, pp. 297–298; Unit 5 Review, pp. 357–360 **TE:** Unit 5, Lesson 6, pp. 287A–296A; Unit 5, People in Science, pp. 297–298; Unit 5 Review, pp. 357–360 **Student Interactive Digital Curriculum:** Unit 5, Lesson 6, What Is Atomic Theory?; Unit 5, People in Science—Marie Curie and Ines Triay **Teacher Digital Management Center:** Unit 5, Lesson 6, What Is Atomic Theory?; Unit 5, People in Science—Marie Curie and Ines Triay

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SC.5.P.9.1	Investigate and describe that many physical and chemical changes are affected by temperature.	**SE:** Unit 5, Lesson 2, pp. 249–264; Unit 5, Lesson 3, pp. 265–268; Unit 5 Review, pp. 299–302 **TE:** Unit 5, Lesson 2, pp. 249A–264A; Unit 5, Lesson 3, pp. 265A–268A; Unit 5 Review, pp. 299–302 **Student Interactive Digital Curriculum:** Unit 5, Lesson 2, How Does Matter Change?; Unit 5, Lesson 3, How Can Temperature Change Matter? **Teacher Digital Management Center:** Unit 5, Lesson 2, How Does Matter Change?; Unit 5, Lesson 3, How Can Temperature Change Matter?
SC.5.P.10.1	Investigate and describe some basic forms of energy, including light, heat, sound, electrical, chemical, and mechanical.	**SE:** Unit 6, Lesson 1, pp. 305–324; Unit 6, People in Science, pp. 355–360; Unit 6 Review, pp. 357–360 **TE:** Unit 6, Lesson 1, pp. 305A–324A; Unit 6, People in Science, pp. 355–360; Unit 6 Review, pp. 357–360 **Student Interactive Digital Curriculum:** Unit 6, Lesson 1, pp. What is Energy?; Unit 5, People in Science: Lewis Latimer and Shuji Nakamura **Teacher Digital Management Center:** Unit 6, Lesson 1, pp. What is Energy?; Unit 5, People in Science: Lewis Latimer and Shuji Nakamura
SC.5.P.10.2	Investigate and explain that energy has the ability to cause motion or create change.	**SE:** Unit 6, Lesson 1, pp. 305–324, Unit 6 Review, pp. 357–360 **TE:** Unit 6, Lesson 1, pp. 305A–324A, Unit 6 Review, pp. 357–360 **Student Interactive Digital Curriculum:** Unit 6, Lesson 1, What is Energy? **Teacher Digital Management Center:** Unit 6, Lesson 1, What is Energy?
SC.5.P.10.3	Investigate and explain that an electrically-charged object can attract an uncharged object and can either attract or repel another charged object without any contact between the objects.	**SE:** Unit 6, Lesson 3, pp. 325–338; Unit 6 Review, pp. 357–360 **TE:** Unit 6, Lesson 3, pp. 325A–338A; Unit 6 Review, pp. 357–360 **Student Interactive Digital Curriculum:** Unit 6, Lesson 3, What is Electricity? **Teacher Digital Management Center:** Unit 6, Lesson 3, What is Electricity?
SC.5.P.10.4	Investigate and explain that electrical energy can be transformed into heat, light, and sound energy, as well as the energy of motion.	**SE:** Unit 6, Lesson 4, pp. 339–342; Unit 6 Review, pp. 357–360 **TE:** Unit 6, Lesson 4, pp. 339A–342A; Unit 6 Review, pp. 357–360 **Student Interactive Digital Curriculum:** Unit 6, Lesson 4, How Do Electric Charges Interact? **Teacher Digital Management Center:** Unit 6, Lesson 4, How Do Electric Charges Interact?

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SC.5.P.11.1	Investigate and illustrate the fact that the flow of electricity requires a closed circuit (a complete loop).	**SE:** Unit 7, Lesson 1, pp. 363–366; Unit 7, Lesson 2, pp. 367–380; Unit 7, Careers in Science, pp. 385–388; Unit 7 Review, pp. 387–388 **TE:** Unit 7, Lesson 1, pp. 363A–366A; Unit 7, Lesson 2, pp. 367A–380A; Unit 7, Careers in Science, pp. 385–388; Unit 7 Review, pp. 387–388 **Student Interactive Digital Curriculum:** Unit 7, Lesson 1, What Is an Electric Circuit?; Unit 7, Lesson 2, What Are Electric Circuits, Conductors, and Insulators?; Unit 7, Careers in Science—Electrician **Teacher Digital Management Center:** Unit 7, Lesson 1, What Is an Electric Circuit?; Unit 7, Lesson 2, What Are Electric Circuits, Conductors, and Insulators?; Unit 7, Careers in Science—Electrician
SC.5.P.11.2	Identify and classify materials that conduct electricity and materials that do not.	**SE:** Unit 7, Lesson 1, pp. 363–366; Unit 7, Lesson 2, pp. 367–380; Unit 7 Review, pp. 387–388 **TE:** Unit 7, Lesson 1, pp. 363A–366A; Unit 7, Lesson 2, pp. 367A–380A; Unit 7 Review, pp. 387–388 **Student Interactive Digital Curriculum:** Unit 7, Lesson 1, What Is an Electric Circuit?; Unit 7, Lesson 2, What Are Electric Circuits, Conductors, and Insulators? **Teacher Digital Management Center:** Unit 7, Lesson 1, What Is an Electric Circuit?; Unit 7, Lesson 2, What Are Electric Circuits, Conductors, and Insulators?
SC.5.P.13.1	Identify familiar forces that cause objects to move, such as pushes or pulls, including gravity acting on falling objects.	**SE:** Unit 8, Lesson 1, pp. 391–408; Unit 8, Lesson 2, pp. 413–416; Unit 8, Lesson 3, 417–420; Unit 8, Careers in Science, pp. 421–422; Unit 8 Review, pp. 423–426 **TE:** Unit 8, Lesson 1, pp. 391A–408A; Unit 8, Lesson 2, pp. 413A–416A; Unit 8, Lesson 3, 417A–420A; Unit 8, Careers in Science, pp. 421–422; Unit 8 Review, pp. 423–426 **Student Interactive Digital Curriculum:** Unit 8, Lesson 1, What Are Forces?; Unit 8, Lesson 2, What Forces Affect Motion?; Unit 8, Lesson 3, What Are Balanced and Unbalanced Forces; Unit 8, Careers In Science—Safety Engineer **Teacher Digital Management Center:** Unit 8, Lesson 1, What Are Forces?; Unit 8, Lesson 2, What Forces Affect Motion?; Unit 8, Lesson 3, What Are Balanced and Unbalanced Forces; Unit 8, Careers In Science—Safety Engineer
SC.5.P.13.2	Investigate and describe that the greater the force applied to it, the greater the change in motion of a given object.	**SE:** Unit 8, Lesson 1, pp. 391–408; Unit 8, Lesson 2, pp. 413–416; Unit 8 Review, pp. 423–426 **TE:** Unit 8, Lesson 1, pp. 391A–408A; Unit 8, Lesson 2, pp. 413A–416A; Unit 8 Review, pp. 423–426 **Student Interactive Digital Curriculum:** Unit 8, Lesson 1, What Are Forces?; Unit 8, Lesson 2, What Forces Affect Motion? **Teacher Digital Management Center:** Unit 8, Lesson 1, What Are Forces?; Unit 8, Lesson 2, What Forces Affect Motion?

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SC.5.P.13.3	Investigate and describe that the more mass an object has, the less effect a given force will have on the object's motion.	**SE:** Unit 8, Lesson 1, pp. 391–408; Unit 8, Lesson 2, pp. 413–416; Unit 8 Review, pp. 423–426 **TE:** Unit 8, Lesson 1, pp. 391A–408A; Unit 8, Lesson 2, pp. 413A–416A; Unit 8 Review, pp. 423–426 **Student Interactive Digital Curriculum:** Unit 8, Lesson 1, What Are Forces?; Unit 8, Lesson 2, What Forces Affect Motion? **Teacher Digital Management Center:** Unit 8, Lesson 1, What Are Forces?; Unit 8, Lesson 2, What Forces Affect Motion?
SC.5.P.13.4	Investigate and explain that when a force is applied to an object but it does not move, it is because another opposing force is being applied by something in the environment so that the forces are balanced.	**SE:** Unit 8, Lesson 1, pp. 391–408; Unit 8, Lesson 3, pp. 417–420; Unit 8 Review, pp. 423–326 **TE:** Unit 8, Lesson 1, pp. 391A–408A; Unit 8, Lesson 3, pp. 417A–420A; Unit 8 Review, pp. 423–326 **Student Interactive Digital Curriculum:** Unit 8, Lesson 1, What Are Forces?; Unit 8, Lesson 3, What Are Balanced and Unbalanced Forces? **Teacher Digital Management Center:** Unit 8, Lesson 1, What Are Forces?; Unit 8, Lesson 3, What Are Balanced and Unbalanced Forces?
LAFS.5.RI.1.3	Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.	In every core content lesson as well as Careers and People in Science, students explore the interactions of people, ideas, and concepts. The following are some of the many examples: **TE:** Unit 2, p. 102; Unit 5, p. 297 **TE:** Unit 2, p. 102; Unit 5, Lesson 1, p. 236; Unit 5, p. 297; Unit 11, Lesson 1, p. 530
LAFS.5.RI.2.4	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.	In every core content lesson, students 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: **TE:** Unit 1, Lesson 1, p. 5; Unit 2, Lesson 1, pp. 72–73; Unit 6, Lesson 1, p. 306; Unit 10, Lesson 1, p. 493
LAFS.5.RI.4.10	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.	In every core content lesson, students read Grade 5 informational texts. The following are some of the many examples: **TE:** Unit 3, Lesson 1, p. 124; Unit 3, p. 132; unit 6, Lesson 3, p. 331; Unit 9 STEM, pp. 467–468

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LAFS.5.SL.1.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 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 roles. c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.	In every core content lesson, students use the strategies in **Claims • Evidence • Reasoning**, **Develop Science Concepts,** and **Interpret Visuals** to participate in collaborative conversations. The following are some of the many examples: **TE:** Unit 2, Lesson 1, p. 71; Unit 5 STEM, p. 246; Unit 10, Lesson 2, p. 516 At the end of every unit, students use the strategies in the **Enduring Understandings** to participate in collaborative conversations. For example: **TE:** Unit 2, p. 107A; Unit 5, p. 299A; Unit 6, p. 357A; Unit 11, p. 579A
LAFS.5.W.3.8	Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.	In every core content lesson, students use the strategies in Claims • Evidence • Reasoning to write about science topics. For example: **SE:** Unit 4, Lesson 2, p. 174 **TE:** Unit 4, Lesson 2, p. 174; Unit 4, p. 222A; Unit 7, Lesson 2, p. 373; Unit 10, p. 510A

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LAFS.5.W.3.9	Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply grade 5 Reading standards to literature (e.g., "Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]"). b. Apply grade 5 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]").	In every core content lesson, students use the strategies in **Claims • Evidence • Reasoning, Develop Science Concepts,** and **Interpret Visuals** to support analysis and reflection. The following are some of the many examples: **TE:** Unit 11, Lesson 1, p. 533; Unit 3, Lesson 1, p. 125; Unit 5, Lesson 1, p. 232; Unit 9, Lesson 3, p. 450
MAFS.5.G.1.1	Use a pair of perpendicular number lines, called axes, to define a coordinate system, with the intersection of the lines (the origin) arranged to coincide with the 0 on each line and a given point in the plane located by using an ordered pair of numbers, called its coordinates. Understand that the first number indicates how far to travel from the origin in the direction of one axis, and the second number indicates how far to travel in the direction of the second axis, with the convention that the names of the two axes and the coordinates correspond (e.g., x-axis and x-coordinate, y-axis and y-coordinate).	**SE:** Unit 1, Lesson 3, p. 36 **TE:** Unit 10, Lesson 2, p. 516A; Unit 1, Lesson 3, p. 36

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MAFS.5.MD.2.2	Make a line plot to display a data set of measurements in fractions of a unit (1/2, 1/4, 1/8). Use operations on fractions for this grade to solve problems involving information presented in line plots. For example, given different measurements of liquid in identical beakers, find the amount of liquid each beaker would contain if the total amount in all the beakers were redistributed equally.	**SE:** Unit 8, Lesson 1, p. 399 **TE:** Unit 8, Lesson 1, p. 399; Unit 4, Lesson 1, p. 162
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 4, Lesson 3, p. 181; Unit 5, Lesson 1, p. 233; Unit 7, Lesson 2, p. 370; Unit 10, p. 491H
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 1, p. 4; Unit 3, Lesson 1, p. 119; Unit 4, p. 155N; Unit 11, Lesson 1, p. 525
HE.5.C.1.5	Explain how human body parts and organs work together in healthy body systems, including the endocrine and reproductive systems.	**SE:** Unit 9, Lesson 1, pp. 429–444; Unit 9, Lesson 2, pp. 445–448; Unit 9, Lesson 3, pp. 449–466; Unit 9 STEM, pp. 467–468; Unit 9, Lesson 4, pp. 471–484; Unit 9 Review, pp. 487–490 **TE:** Unit 9, Lesson 1, pp. 429A–444A; Unit 9, Lesson 2, pp. 445A–448A; Unit 9, Lesson 3, pp. 449A–466A; Unit 9 STEM, pp. 467–468; Unit 9, Lesson 4, pp. 471A–484A; Unit 9 Review, pp. 487–490 **Student Interactive Digital Curriculum:** Unit 9, Lesson 1, What Are Organs and Body Systems?; Unit 9, Lesson 2, How Does the Body Stay Cool?; Unit 9, Lesson 3, What Body Parts Enable Movement, Support, Respiration, and Circulation?; Unit 9 STEM, Pumping Blood/Owner's Manual: Using a Microscope; Unit 9, Lesson 4, What Body Parts Enable Digestion, Waste Removal, and Reproduction? . **Teacher Digital Management Center:** Unit 9, Lesson 1, What Are Organs and Body Systems?; Unit 9, Lesson 2, How Does the Body Stay Cool?; Unit 9, Lesson 3, What Body Parts Enable Movement, Support, Respiration, and Circulation?; Unit 9 STEM, Pumping Blood/Owner's Manual: Using a Microscope; Unit 9, Lesson 4, What Body Parts Enable Digestion, Waste Removal, and Reproduction? .