



Correlation to the
Florida Course Description for
Science – Grade Three
Course Code 5020040

HMH Science Dimensions Grade 3
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STANDARDS ALIGNMENT
COURSE STANDARDS/BENCHMARKS (Form IM7)

BID ID:	<u>3307</u>
SUBMISSION TITLE:	<u>HMH Science Dimensions Grade 3 ©2018</u>
GRADE LEVEL:	<u>3</u>
COURSE TITLE:	<u>Science – Grade Three</u>
COURSE CODE:	<u>5020040</u>
ISBN:	<u>9781328987341'</u>
PUBLISHER:	<u>Houghton Mifflin Harcourt</u>
PUBLISHER ID:	<u>04145603001</u>

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.3.E.5.1	Explain that stars can be different; some are smaller, some are larger, and some appear brighter than others; all except the Sun are so far away that they look like points of light.	ScienceSaurus (Red Levels 2-3): 224-226 Science & Engineering Leveled Readers: <i>What Objects Are in Space?</i> (OL/ES); Teacher Guide: 97-107 <i>A Trip to the Planetarium</i> (EN); Teacher Guide: 97-107 Florida Statewide Science Assessment (FSSA) Review and Practice: SE: 13-16 TE: 6

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SC.3.E.5.2	Identify the Sun as a star that emits energy; some of it in the form of light.	<p>ScienceSaurus (Red Levels 2-3): 226-227, 256-257, 266</p> <p>Science & Engineering Leveled Readers: <i>What Objects Are in Space?</i> (OL/ES); Teacher Guide: 97-107 <i>A Trip to the Planetarium</i> (EN); Teacher Guide: 97-107</p> <p>Florida Statewide Science Assessment (FSSA) Review and Practice: SE: 13-16 TE: 6</p>
SC.3.E.5.3	Recognize that the Sun appears large and bright because it is the closest star to Earth.	<p>ScienceSaurus (Red Levels 2-3): 226</p> <p>Science & Engineering Leveled Readers: <i>What Objects Are in Space?</i> (OL/ES); Teacher Guide: 97-107 <i>A Trip to the Planetarium</i> (EN); Teacher Guide: 97-107</p> <p>Florida Statewide Science Assessment (FSSA) Review and Practice: SE: 13-16 TE: 6</p>

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SC.3.E.5.4	Explore the Law of Gravity by demonstrating that gravity is a force that can be overcome.	<p>SE: 96-99, 76, 88 TE: 96-99, 76, 88</p> <p>ScienceSaurus (Red Levels 2-3): 284</p> <p>Science & Engineering Leveled Readers: <i>How Do We Use Machines?</i> (OL/ES); Teacher Guide: 49-59 <i>Building With Machines</i> (EN); Teacher Guide: 49-59</p> <p>Florida Statewide Science Assessment (FSSA) Review and Practice: SE: 17-20 TE: 7</p>
SC.3.E.5.5	Investigate that the number of stars that can be seen through telescopes is dramatically greater than those seen by the unaided eye.	<p>ScienceSaurus (Red Levels 2-3): 230</p> <p>Science & Engineering Leveled Readers: <i>What Objects Are in Space?</i> (OL/ES); Teacher Guide: 97-107</p>
SC.3.E.6.1	Demonstrate that radiant energy from the Sun can heat objects and when the Sun is not present, heat may be lost.	<p>ScienceSaurus (Red Levels 2-3): 227, 278, 324</p> <p>Science & Engineering Leveled Readers: <i>What Are Some Forms of Energy?</i> (OL/ES); Teacher Guide: 37-47</p> <p>Florida Statewide Science Assessment (FSSA) Review and Practice: SE: 21-23 TE: 8</p>

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SC.3.L.14.1	Describe structures in plants and their roles in food production, support, water and nutrient transport, and reproduction.	<p>SE: 186-193, 198-199, 265, 304 TE: 186-193, 198-199, 265, 304</p> <p>ScienceSaurus (Red Levels 2-3): 86-95</p> <p>Science & Engineering Leveled Readers: <i>How Do Living Things Grow and Change?</i> (OL/ES); Teacher Guide: 121-131</p> <p>Florida Statewide Science Assessment (FSSA) Review and Practice: SE: 37-40 TE: 13</p>
SC.3.N.1.5	Recognize that scientists question, discuss, and check each other's evidence and explanations.	<p>SE: 34, 25-26, 48, 53 TE: 34, 25-26, 48, 53</p> <p>ScienceSaurus (Red Levels 2-3): 8-10, 24</p> <p>Science & Engineering Leveled Readers: <i>How Does a Scientist Investigate?</i> (OL/ES); Teacher Guide: 1-11 <i>Zoom into Science</i> (EN); Teacher Guide: 1-11</p> <p>Florida Statewide Science Assessment (FSSA) Review and Practice: SE: 6-8 TE: 4</p>

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SC.3.N.1.6	Infer based on observation.	<p>SE: 100-102, 191-193, 222-224, 410-412, 50, 71, 113, 270, 310 TE: 100-102, 191-193, 222-224, 410-412, 50, 71, 113, 270, 310</p> <p>ScienceSaurus (Red Levels 2-3): 2-7, 18-23</p> <p>Science & Engineering Leveled Readers: <i>What Are Some Forms of Energy?</i> (OL/ES); Teacher Guide: 37-47 <i>Which Instrument Will She Play?</i> (EN); Teacher Guide: 37-47 <i>How Can We Describe Weather?</i> (OL/ES); Teacher Guide: 85-95 <i>Double Danger: Thunderstorms and Tornadoes</i> (EN); Teacher Guide: 85-95</p>
SC.3.N.1.7	Explain that empirical evidence is information, such as observations or measurements, that is used to help validate explanations of natural phenomena.	<p>SE: 166, 193, 201-202 TE: 166, 183L, 188, 193, 201-202</p> <p>Science & Engineering Leveled Readers: <i>How Does a Scientist Investigate?</i> (OL/ES); Teacher Guide: 1-11 <i>Zoom into Science</i> (EN); Teacher Guide: 1-11</p> <p>Florida Statewide Science Assessment (FSSA) Review and Practice: SE: 9-12 TE: 5</p>
SC.3.N.3.1	Recognize that words in science can have different or more specific meanings than their use in everyday language; for example, energy, cell, heat/cold, and evidence.	<p>TE: 320B</p>

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SC.3.N.3.2	Recognize that scientists use models to help understand and explain how things work.	<p>SE: 29-31, 47-50, 294-296, 332-334, 358-359, 204, 220, 230, 357, 475 TE: 29-31, 47-50, 294-296, 332-334, 358-359, 204, 220, 230, 357, 475</p> <p>Science & Engineering Leveled Readers: <i>How Does a Scientist Investigate?</i> (OL/ES); Teacher Guide: 1-11 <i>Zoom into Science</i> (EN); Teacher Guide: 1-11</p>
SC.3.N.3.3	Recognize that all models are approximations of natural phenomena; as such, they do not perfectly account for all observations.	<p>SE: 29-31, 47-50, 294-296, 332-334, 358-359, 204, 220, 230, 357, 475 TE: 29-31, 47-50, 294-296, 332-334, 358-359, 204, 220, 230, 357, 475</p> <p>Science & Engineering Leveled Readers: <i>How Does a Scientist Investigate?</i> (OL/ES); Teacher Guide: 1-11 <i>Zoom into Science</i> (EN); Teacher Guide: 1-11 <i>How Does Earth's Surface Change?</i> (OL/ES); Teacher Guide: 61-71 <i>Hawaii's Volcanoes</i> (EN); Teacher Guide: 61-71</p>
SC.3.P.8.1	Measure and compare temperatures of various samples of solids and liquids.	<p>ScienceSaurus (Red Levels 2-3): 52-53, 277, 386</p> <p>Science & Engineering Leveled Readers: <i>How Can We Describe Weather?</i> (OL/ES); Teacher Guide: 85-95 <i>What Are Some Forms of Energy?</i> (OL/ES); Teacher Guide: 37-47</p> <p>Florida Statewide Science Assessment (FSSA) Review and Practice: SE: 24-26 TE: 9</p>

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SC.3.P.8.2	Measure and compare the mass and volume of solids and liquids.	<p>ScienceSaurus (Red Levels 2-3): 242-243</p> <p>Science & Engineering Leveled Readers: <i>Engineering Materials</i> (EN); Teacher Guide: 25-35</p> <p>Florida Statewide Science Assessment (FSSA) Review and Practice: SE: 24-26 TE: 9</p>
SC.3.P.8.3	Compare materials and objects according to properties such as size, shape, color, texture, and hardness.	<p>ScienceSaurus (Red Levels 2-3): 238-239</p> <p>Science & Engineering Leveled Readers: <i>How Can You Describe Matter?</i> (OL/ES); Teacher Guide: 25-35</p> <p>Florida Statewide Science Assessment (FSSA) Review and Practice: SE: 24-26 TE: 9</p>
SC.3.P.9.1	Describe the changes water undergoes when it changes state through heating and cooling by using familiar scientific terms such as melting, freezing, boiling, evaporation, and condensation.	<p>ScienceSaurus (Red Levels 2-3): 162-163, 245-247</p> <p>Science & Engineering Leveled Readers: <i>How Can You Describe Matter?</i> (OL/ES); Teacher Guide: 25-35 <i>How Can We Describe Weather?</i> (OL/ES); Teacher Guide: 85-95 <i>Double Danger: Thunderstorms and Tornadoes</i> (EN); Teacher Guide: 85-95</p> <p>Florida Statewide Science Assessment (FSSA) Review and Practice: SE: 27-30 TE: 10</p>

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SC.3.P.10.1	Identify some basic forms of energy such as light, heat, sound, electrical, and mechanical.	<p>SE: 115 TE: 115</p> <p>ScienceSaurus (Red Levels 2-3): 256-257</p> <p>Science & Engineering Leveled Readers: <i>What Are Some Forms of Energy?</i> (OL/ES); Teacher Guide: 37-47</p> <p>Florida Statewide Science Assessment (FSSA) Review and Practice: SE: 31-33 TE: 11</p>
SC.3.P.10.2	Recognize that energy has the ability to cause motion or create change.	<p>SE: 88-93, 75, 80-81 TE: 88-93, 75, 80-81</p> <p>ScienceSaurus (Red Levels 2-3): 258-259</p> <p>Science & Engineering Leveled Readers: <i>What Are Some Forms of Energy?</i> (OL/ES); Teacher Guide: 37-47</p> <p>Florida Statewide Science Assessment (FSSA) Review and Practice: SE: 34-36 TE: 12</p>

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SC.3.P.10.3	Demonstrate that light travels in a straight line until it strikes an object or travels from one medium to another.	<p>ScienceSaurus (Red Levels 2-3): 266</p> <p>Science & Engineering Leveled Readers: <i>What Are Some Forms of Energy?</i> (OL/ES); Teacher Guide: 37-47</p> <p>Florida Statewide Science Assessment (FSSA) Review and Practice: SE: 31-33 TE: 11</p>
SC.3.P.10.4	Demonstrate that light can be reflected, refracted, and absorbed.	<p>ScienceSaurus (Red Levels 2-3): 268-270</p> <p>Science & Engineering Leveled Readers: <i>What Are Some Forms of Energy?</i> (OL/ES); Teacher Guide: 37-47</p> <p>Florida Statewide Science Assessment (FSSA) Review and Practice: SE: 31-33 TE: 11</p>
SC.3.P.11.1	Investigate, observe, and explain that things that give off light often also give off heat.	<p>ScienceSaurus (Red Levels 2-3): 278</p> <p>Florida Statewide Science Assessment (FSSA) Review and Practice: SE: 31-33 TE: 11</p>

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SC.3.P.11.2	Investigate, observe, and explain that heat is produced when one object rubs against another, such as rubbing one's hands together.	<p>ScienceSaurus (Red Levels 2-3): 276, 278</p> <p>Science & Engineering Leveled Readers: <i>What Are Some Forms of Energy?</i> (OL/ES); Teacher Guide: 37-47</p> <p>Florida Statewide Science Assessment (FSSA) Review and Practice: SE: 31-33 TE: 11</p>
LAFS.3.RI.1.3	Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.	<p>SE: 5, 28, 35, 46, 126 TE: 5, 28, 35, 46, 96, 126, 264, 288, 447</p> <p>ScienceSaurus (Red Levels 2-3): 164-165, 196-197, 392-397</p> <p>Science & Engineering Leveled Readers: <i>Zoom into Science</i> (EN); Teacher Guide: 1-11 <i>Designing Amusement Park Rides</i> (EN): 13-23 <i>How Does Earth's Surface Change?</i> (EN): 61-71</p>
LAFS.3.RI.2.4	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.	<p>TE: 67, 137, 162, 183, 261, 347, 401</p> <p>ScienceSaurus (Red Levels 2-3): 410-411</p>

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LAFS.3.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 2–3 text complexity band independently and proficiently.	<p>SE: 18, 55-56, 103, 125, 153-154, 171-172, 229, 249, 276-277, 315-316, 365, 389, 439-440, 461-462</p> <p>TE: 18, 55-56, 103, 125, 153-154, 171-172, 229, 249, 276-277, 315-316, 365, 389, 439-440, 461-462</p> <p>Science & Engineering Leveled Readers:</p> <p><i>How Does a Scientist Investigate?</i> (OL/ES); Teacher Guide: 1-11</p> <p><i>Zoom into Science</i> (EN); Teacher Guide: 1-11</p> <p><i>How Does the Design Process Help Us?</i> (OL/ES); Teacher Guide: 13-23</p> <p><i>Designing Amusement Park Rides</i> (EN); Teacher Guide: 13-23</p> <p><i>How Can You Describe Matter?</i> (OL/ES); Teacher Guide: 25-35</p> <p><i>Engineering Materials</i> (EN); Teacher Guide: 25-35</p> <p><i>How Do We Use Machines?</i> (OL/ES); Teacher Guide: 49-59</p> <p><i>Building With Machines</i> (EN); Teacher Guide: 49-59</p> <p><i>How Does Earth's Surface Change?</i> (OL/ES); Teacher Guide: 61-71</p> <p><i>Hawaii's Volcanoes</i> (EN); Teacher Guide: 61-71</p> <p><i>What Are Natural Resources?</i> (OL/ES); Teacher Guide: 73-83</p> <p><i>Let's Recycle and Reuse!</i> (EN); Teacher Guide: 73-83</p> <p><i>How Can We Describe Weather?</i> (OL/ES); Teacher Guide: 85-95</p> <p><i>Double Danger: Thunderstorms and Tornadoes</i> (EN); Teacher Guide: 85-95</p> <p><i>What Objects Are in Space?</i> (OL/ES); Teacher Guide: 97-107</p> <p><i>A Trip to the Planetarium</i> (EN); Teacher Guide: 97-107</p> <p><i>How Are Living Things Connected to Their Ecosystem?</i> (OL/ES); Teacher Guide: 109-119</p> <p><i>Rain Forest Adventure</i> (EN); Teacher Guide: 109-119</p> <p><i>How Do Living Things Change and Grow?</i> (OL/ES); Teacher Guide: 121-131</p> <p><i>Surprising Adaptations</i> (EN); Teacher Guide: 121-131</p>
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LAFS.3.SL.1.1	<p>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others’ ideas and expressing their own clearly.</p> <p>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.</p> <p>b. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).</p> <p>c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.</p> <p>d. Explain their own ideas and understanding in light of the discussion.</p>	<p>SE: 34, 73, 220, 366 TE: 34, 73, 10, 51, 69, 81, 93, 97, 109, 139, 154, 169, 188, 196, 201, 220, 265, 274, 278, 285, 330, 366, 371, 404</p> <p>Science & Engineering Leveled Readers: <i>How Does a Scientist Investigate?</i> (OL/ES); Teacher Guide: 1-11 <i>Zoom into Science</i> (EN); Teacher Guide: 1-11 <i>How Does the Design Process Help Us?</i> (OL/ES); Teacher Guide: 13-23 <i>Designing Amusement Park Rides</i> (EN); Teacher Guide: 13-23 <i>How Can You Describe Matter?</i> (OL/ES); Teacher Guide: 25-35 <i>Engineering Materials</i> (EN); Teacher Guide: 25-35 <i>How Do We Use Machines?</i> (OL/ES); Teacher Guide: 49-59 <i>Building With Machines</i> (EN); Teacher Guide: 49-59 <i>How Does Earth's Surface Change?</i> (OL/ES); Teacher Guide: 61-71 <i>Hawaii's Volcanoes</i> (EN); Teacher Guide: 61-71 <i>What Are Natural Resources?</i> (OL/ES); Teacher Guide: 73-83 <i>Let's Recycle and Reuse!</i> (EN); Teacher Guide: 73-83 <i>How Can We Describe Weather?</i> (OL/ES); Teacher Guide: 85-95 <i>Double Danger: Thunderstorms and Tornadoes</i> (EN); Teacher Guide: 85-95 <i>What Objects Are in Space?</i> (OL/ES); Teacher Guide: 97-107 <i>A Trip to the Planetarium</i> (EN); Teacher Guide: 97-107 <i>How Are Living Things Connected to Their Ecosystem?</i> (OL/ES); Teacher Guide: 109-119 <i>Rain Forest Adventure</i> (EN); Teacher Guide: 109-119 <i>How Do Living Things Change and Grow?</i> (OL/ES); Teacher Guide: 121-131 <i>Surprising Adaptations</i> (EN); Teacher Guide: 121-131</p>
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LAFS.3.W.3.8	Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.	SE: 476-477, 25, 98, 126, 287, 316, 394 TE: 476-477, 25, 98, 126, 167, 287, 316, 394 Science & Engineering Leveled Readers: <i>How Do We Use Machines?</i> (OL/ES); Teacher Guide: 49-59 <i>Building With Machines</i> (EN); Teacher Guide: 49-59 <i>What Objects Are in Space?</i> (OL/ES); Teacher Guide: 97-107 <i>A Trip to the Planetarium</i> (EN); Teacher Guide: 97-107 <i>How Do Living Things Change and Grow?</i> (OL/ES); Teacher Guide: 121-131
HE.3.C.1.4	Recognize common childhood health conditions.	This standard is beyond the scope of <i>HMH Science Dimensions Grade 3</i> .
HE.3.C.1.5	Recognize that body parts and organs work together to form human body systems.	This standard is beyond the scope of <i>HMH Science Dimensions Grade 3</i> .
MAFS.3.MD.1.2	Measure and estimate liquid volumes and masses of objects using standard units of grams (g), kilograms (kg), and liters (l). Add, subtract, multiply, or divide to solve one-step word problems involving masses or volumes that are given in the same units.	SE: 48, 49, 410 TE: 48, 49, 411 ScienceSaurus (Red Levels 2-3): 63
MAFS.3.MD.2.4	Generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch. Show the data by making a line plot, where the horizontal scale is marked off in appropriate units—whole numbers, halves, or quarters.	SE: 168-169, 358-359 TE: 168-169, 358-359 ScienceSaurus (Red Levels 2-3): 54-57 Science & Engineering Leveled Readers: <i>How Does a Scientist Investigate?</i> (OL/ES); Teacher Guide: 1-11

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ELD.K12.ELL.SC.1	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Science.	TE: 4B, 22B, 24, 27, 42B, 56, 68B, 74, 86, 88B, 91, 108B, 113, 138B, 141, 144, 147, 158B, 184B, 203, 208B, 234B, 262B, 277, 282B, 287, 302B, 304, 306, 312, 320B, 348B, 370B, 372, 389, 392, 402B, 417, 422B, 431, 444B, 466B, 467, 470, 480
ELD.K12.ELL.SI.1	English language learners communicate for social and instructional purposes within the school setting.	TE: 4B, 22B, 24, 27, 42B, 56, 68B, 74, 86, 88B, 91, 108B, 113, 138B, 141, 144, 147, 158B, 184B, 203, 208B, 234B, 262B, 277, 282B, 287, 302B, 304, 306, 312, 320B, 348B, 370B, 372, 389, 392, 402B, 417, 422B, 431, 444B, 466B, 467, 470, 480