

# Access Science Grade Fourth   (#7720050)

# Course Standards

[SC.4.E.5.1:](https://cpalms.org/Public/PreviewStandard/Preview/1673) 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.

**Remarks/Examples:**  
\*\* Florida Standards Connections: MAFS.K12.MP.2: Reason abstractly and quantitatively.

## Related Access Points

| **Name** | **Description** | **Date(s) Instruction** | **Date(s) Assessment** | **Date Mastery** |
| --- | --- | --- | --- | --- |
| [SC.4.E.5.In.1:](https://cpalms.org/Public/PreviewAccessPoint/Preview/7729) | Identify that there are many stars in the sky with some that create patterns. |  |  |  |
| [SC.4.E.5.Su.1:](https://cpalms.org/Public/PreviewAccessPoint/Preview/7730) | Recognize a pattern of stars in the sky, such as the Big Dipper. |  |  |  |
| [SC.4.E.5.Pa.1:](https://cpalms.org/Public/PreviewAccessPoint/Preview/7731) | Recognize that there are many stars in the sky. |  |  |  |
| Resources: |  |  |  |  |

[SC.4.E.5.2:](https://cpalms.org/Public/PreviewStandard/Preview/1674) Describe the changes in the observable shape of the moon over the course of about a month.

**Related Access Points**

| **Name** | **Description** | **Date(s) Instruction** | **Date(s) Assessment** | **Date Mastery** |
| --- | --- | --- | --- | --- |
| [SC.4.E.5.In.2:](https://cpalms.org/Public/PreviewAccessPoint/Preview/7732) | Label three phases of the moon, including full, half (quarter), and crescent. |  |  |  |
| [SC.4.E.5.Su.2:](https://cpalms.org/Public/PreviewAccessPoint/Preview/7733) | Identify a full moon and a half (quarter) moon. |  |  |  |
| [SC.4.E.5.Pa.2:](https://cpalms.org/Public/PreviewAccessPoint/Preview/7734) | Recognize a full moon as a circle. |  |  |  |
| Resources: |  |  |  |  |

[SC.4.E.5.3:](https://cpalms.org/Public/PreviewStandard/Preview/1675) Recognize that Earth revolves around the Sun in a year and rotates on its axis in a 24-hour day.

**Remarks/Examples:**  
\*\* Florida Standards Connections: MAFS.K12.MP.2: Reason abstractly and quantitatively.

**Related Access Points**

| **Name** | **Description** | **Date(s) Instruction** | **Date(s) Assessment** | **Date Mastery** |
| --- | --- | --- | --- | --- |
| [SC.4.E.5.In.3:](https://cpalms.org/Public/PreviewAccessPoint/Preview/7735) | Recognize that Earth revolves around the Sun. |  |  |  |
| [SC.4.E.5.Su.3:](https://cpalms.org/Public/PreviewAccessPoint/Preview/7736) | Recognize that Earth is always turning (rotating). |  |  |  |
| [SC.4.E.5.Pa.3:](https://cpalms.org/Public/PreviewAccessPoint/Preview/7737) | Identify morning, noon, and night. |  |  |  |
| Resources: | Science Lesson Plan: Can We Live On Mars [Click Here](https://accesstofls.weebly.com/uploads/2/3/7/3/23739164/science_3-5_can_we_live_on_mars.docx) |  |  |  |

[SC.4.E.5.4:](https://cpalms.org/Public/PreviewStandard/Preview/1676) Relate that the rotation of Earth (day and night) and apparent movements of the Sun, Moon, and stars are connected.

**Remarks/Examples:**  
Annually assessed on Grade 5 Science FCAT 2.0. Also assesses SC.4.E.5.1, SC.4.E.5.2, and SC.4.E.5.3.  
  
Florida Standards Connections: MAFS.K12.MP.2: Reason abstractly and quantitatively.

**Related Access Points**

| **Name** | **Description** | **Date(s) Instruction** | **Date(s) Assessment** | **Date Mastery** |
| --- | --- | --- | --- | --- |
| [SC.4.E.5.In.4:](https://cpalms.org/Public/PreviewAccessPoint/Preview/7738) | Recognize that the Sun appears to rise and set because of Earth’s rotation in a 24-hour day. |  |  |  |
| [SC.4.E.5.Su.4:](https://cpalms.org/Public/PreviewAccessPoint/Preview/7739) | Recognize that the side of Earth facing the Sun has daylight. |  |  |  |
| [SC.4.E.5.Pa.3:](https://cpalms.org/Public/PreviewAccessPoint/Preview/7737) | Identify morning, noon, and night. |  |  |  |
| Resources: |  |  |  |  |

[SC.4.E.5.5:](https://cpalms.org/Public/PreviewStandard/Preview/1677) Investigate and report the effects of space research and exploration on the economy and culture of Florida.

**Related Access Points**

| **Name** | **Description** | **Date(s) Instruction** | **Date(s) Assessment** | **Date Mastery** |
| --- | --- | --- | --- | --- |
| [SC.4.E.5.In.5:](https://cpalms.org/Public/PreviewAccessPoint/Preview/7740) | Identify objects and people related to the space program in Florida. |  |  |  |
| [SC.4.E.5.Su.5:](https://cpalms.org/Public/PreviewAccessPoint/Preview/7741) | Recognize an object or person related to the space program in Florida. |  |  |  |
| [SC.4.E.5.Pa.4:](https://cpalms.org/Public/PreviewAccessPoint/Preview/7742) | Recognize a space-related object. |  |  |  |
| Resources: |  |  |  |  |

[SC.4.E.6.1:](https://cpalms.org/Public/PreviewStandard/Preview/1678) 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).

**Related Access Points**

| **Name** | **Description** | **Date(s) Instruction** | **Date(s) Assessment** | **Date Mastery** |
| --- | --- | --- | --- | --- |
| [SC.4.E.6.In.1:](https://cpalms.org/Public/PreviewAccessPoint/Preview/7743) | Recognize that rocks are classified by the way they are formed, such as sedimentary. |  |  |  |
| [SC.4.E.6.Su.1:](https://cpalms.org/Public/PreviewAccessPoint/Preview/7744) | Sort rocks according to observable characteristics, including color, shape, and size. |  |  |  |
| [SC.4.E.6.Pa.1:](https://cpalms.org/Public/PreviewAccessPoint/Preview/7745) | Distinguish rocks from other substances found on the Earth’s surface. |  |  |  |
| Resources: |  |  |  |  |

[SC.4.E.6.2:](https://cpalms.org/Public/PreviewStandard/Preview/1679) 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.

**Remarks/Examples:**  
Annually assessed on Grade 5 Science FCAT 2.0. Also assesses SC.4.E.6.1.

**Related Access Points**

| **Name** | **Description** | **Date(s) Instruction** | **Date(s) Assessment** | **Date Mastery** |
| --- | --- | --- | --- | --- |
| [SC.4.E.6.In.2:](https://cpalms.org/Public/PreviewAccessPoint/Preview/7746) | Identify physical properties (hardness, streak color, and luster) of common minerals, such as rock salt, talc, gold, and silver. |  |  |  |
| [SC.4.E.6.Su.2:](https://cpalms.org/Public/PreviewAccessPoint/Preview/7747) | Sort common minerals, such as rock salt, talc, gold, and silver, by their physical properties (luster and color). |  |  |  |
| [SC.4.E.6.Pa.2:](https://cpalms.org/Public/PreviewAccessPoint/Preview/7748) | Recognize common minerals, such as rock salt, talc, gold, and silver. |  |  |  |
| Resources: | Science Lesson Plan: Can We Live On Mars [Click Here](https://accesstofls.weebly.com/uploads/2/3/7/3/23739164/science_3-5_can_we_live_on_mars.docx)  Science Lesson Plan: Earth-Forming Minerals [Click Here](https://accesstofls.weebly.com/uploads/2/3/7/3/23739164/3-5_earth-forming_minerals.docx) |  |  |  |

[SC.4.E.6.3:](https://cpalms.org/Public/PreviewStandard/Preview/1680) Recognize that humans need resources found on Earth and that these are either renewable or nonrenewable.

**Remarks/Examples:**  
Annually assessed on Grade 5 Science FCAT 2.0. Also assesses SC.4.E.6.1.

## Related Access Points

| **Name** | **Description** | **Date(s) Instruction** | **Date(s) Assessment** | **Date Mastery** |
| --- | --- | --- | --- | --- |
| [SC.4.E.6.In.3:](https://cpalms.org/Public/PreviewAccessPoint/Preview/7749) | Recognize that some natural resources used by humans are non-renewable, such as oil. |  |  |  |
| [SC.4.E.6.Su.3:](https://cpalms.org/Public/PreviewAccessPoint/Preview/7750) | Recognize that some natural resources can run out (non-renewable). |  |  |  |
| [SC.4.E.6.Pa.3:](https://cpalms.org/Public/PreviewAccessPoint/Preview/7751) | Recognize the universal symbol for recycling. |  |  |  |
| Resources: |  |  |  |  |

[SC.4.E.6.4:](https://cpalms.org/Public/PreviewStandard/Preview/1681) 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).

**Remarks/Examples:**  
Annually assessed on Grade 5 Science FCAT 2.0.

**Related Access Points**

| **Name** | **Description** | **Date(s) Instruction** | **Date(s) Assessment** | **Date Mastery** |
| --- | --- | --- | --- | --- |
| [SC.4.E.6.In.4:](https://cpalms.org/Public/PreviewAccessPoint/Preview/7752) | Identify that wind and water cause physical weathering and erosion of rocks. |  |  |  |
| [SC.4.E.6.Su.4:](https://cpalms.org/Public/PreviewAccessPoint/Preview/7753) | Recognize examples of weathering or erosion in the environment. |  |  |  |
| [SC.4.E.6.Pa.4:](https://cpalms.org/Public/PreviewAccessPoint/Preview/7754) | Recognize the effect of weathering on an object. |  |  |  |
| Resources: | Science Lesson Plan: Erosion [Click Here](https://accesstofls.weebly.com/uploads/2/3/7/3/23739164/3-5_erosion.docx)  Science Lesson Plan: Physical Weathering [Click Here](https://accesstofls.weebly.com/uploads/2/3/7/3/23739164/3-5_weathering.docx) |  |  |  |

[SC.4.E.6.5:](https://cpalms.org/Public/PreviewStandard/Preview/1685) Investigate how technology and tools help to extend the ability of humans to observe very small things and very large things.

**Remarks/Examples:**  
MAFS.K12.MP.5: Use appropriate tools strategically.

## Related Access Points

| **Name** | **Description** | **Date(s) Instruction** | **Date(s) Assessment** | **Date Mastery** |
| --- | --- | --- | --- | --- |
| [SC.4.E.6.In.5:](https://cpalms.org/Public/PreviewAccessPoint/Preview/7755) | Identify tools used to observe things that are far away and things that are very small. |  |  |  |
| [SC.4.E.6.Su.5:](https://cpalms.org/Public/PreviewAccessPoint/Preview/7756) | Recognize tools that will make things look larger, such as a telescope and a magnifier. |  |  |  |
| [SC.4.E.6.Pa.5:](https://cpalms.org/Public/PreviewAccessPoint/Preview/7757) | Recognize that something has been magnified. |  |  |  |
| Resources: |  |  |  |  |

[SC.4.E.6.6:](https://cpalms.org/Public/PreviewStandard/Preview/1686) Identify resources available in Florida (water, phosphate, oil, limestone, silicon, wind, and solar energy).

## Related Access Points

| **Name** | **Description** | **Date(s) Instruction** | **Date(s) Assessment** | **Date Mastery** |
| --- | --- | --- | --- | --- |
| [SC.4.E.6.In.6:](https://cpalms.org/Public/PreviewAccessPoint/Preview/7758) | Identify natural resources found in Florida, including solar energy, water, and limestone. |  |  |  |
| [SC.4.E.6.Su.6:](https://cpalms.org/Public/PreviewAccessPoint/Preview/7759) | Recognize natural resources found in Florida, such as solar energy and water. |  |  |  |
| [SC.4.E.6.Pa.6:](https://cpalms.org/Public/PreviewAccessPoint/Preview/7760) | Recognize water as a resource in Florida. |  |  |  |
| Resources: |  |  |  |  |

[SC.4.L.16.1:](https://cpalms.org/Public/PreviewStandard/Preview/1696) Identify processes of sexual reproduction in flowering plants, including pollination, fertilization (seed production), seed dispersal, and germination.

## Related Access Points

| **Name** | **Description** | **Date(s) Instruction** | **Date(s) Assessment** | **Date Mastery** |
| --- | --- | --- | --- | --- |
| [SC.4.L.16.In.1:](https://cpalms.org/Public/PreviewAccessPoint/Preview/7799) | Identify that insects spread pollen to help flowering plants make seeds. |  |  |  |
| [SC.4.L.16.Su.1:](https://cpalms.org/Public/PreviewAccessPoint/Preview/7800) | Recognize that many flowering plants grow from their own seeds. |  |  |  |
| [SC.4.L.16.Pa.1:](https://cpalms.org/Public/PreviewAccessPoint/Preview/7801) | Recognize that many plants have flowers and leaves. |  |  |  |
| Resources: | Science Lesson Plan: Plant Parts and Reproduction [Click Here](https://accesstofls.weebly.com/uploads/2/3/7/3/23739164/3-5_plant_parts_and_reproduction.docx) |  |  |  |

[SC.4.L.16.2:](https://cpalms.org/Public/PreviewStandard/Preview/1697) Explain that although characteristics of plants and animals are inherited, some characteristics can be affected by the environment.

**Remarks/Examples:**  
Integrate HE.4.C.1.6. Identify the human body parts and organs that work together to form healthy body systems.

## Related Access Points

| **Name** | **Description** | **Date(s) Instruction** | **Date(s) Assessment** | **Date Mastery** |
| --- | --- | --- | --- | --- |
| [SC.4.L.16.In.2:](https://cpalms.org/Public/PreviewAccessPoint/Preview/7802) | Identify behaviors that animals have naturally (inherit) and behaviors that animals learn. |  |  |  |
| [SC.4.L.16.Su.2:](https://cpalms.org/Public/PreviewAccessPoint/Preview/7803) | Recognize behaviors of common animals. |  |  |  |
| [SC.4.L.16.Pa.2:](https://cpalms.org/Public/PreviewAccessPoint/Preview/7804) | Recognize similarities between self and parents. |  |  |  |
| Resources: | Science Lesson Plan: Plant and the Florida Heat [Click Here](https://accesstofls.weebly.com/uploads/2/3/7/3/23739164/3-5_plants_and_the_florida_heat.docx)  Science Lesson Plan: Spines or Stems [Click Here](https://accesstofls.weebly.com/uploads/2/3/7/3/23739164/3-5_spines_or_stems.docx) |  |  |  |

[SC.4.L.16.3:](file:////Public/PreviewStandard/Preview/1664) Recognize that animal behaviors may be shaped by heredity and learning.

**Related Access Points**

| **Name** | **Description** | **Date(s) Instruction** | **Date(s) Assessment** | **Date Mastery** |
| --- | --- | --- | --- | --- |
| [SC.4.L.16.In.2:](https://cpalms.org/Public/PreviewAccessPoint/Preview/7802) | Identify behaviors that animals have naturally (inherit) and behaviors that animals learn. |  |  |  |
| [SC.4.L.16.Su.2:](https://cpalms.org/Public/PreviewAccessPoint/Preview/7805) | Recognize behaviors of common animals. |  |  |  |
| [SC.4.L.16.Pa.2:](https://cpalms.org/Public/PreviewAccessPoint/Preview/7804) | Recognize similarities between self and parents. |  |  |  |
| Resources: |  |  |  |  |

[SC.4.L.16.4:](https://cpalms.org/Public/PreviewStandard/Preview/1698) 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.

**Remarks/Examples:**  
Annually assessed on Grade 5 Science FCAT 2.0.

**Related Access Points**

| **Name** | **Description** | **Date(s) Instruction** | **Date(s) Assessment** | **Date Mastery** |
| --- | --- | --- | --- | --- |
| [SC.4.L.16.In.3:](https://cpalms.org/Public/PreviewAccessPoint/Preview/7806) | Identify similarities in the major stages in the life cycles of common Florida plants and animals. |  |  |  |
| [SC.4.L.16.Su.3:](https://cpalms.org/Public/PreviewAccessPoint/Preview/7807) | Recognize the major stages in life cycles of common plants and animals. |  |  |  |
| [SC.4.L.16.Pa.3:](https://cpalms.org/Public/PreviewAccessPoint/Preview/7808) | Match offspring of animals with parents. |  |  |  |
| Resources: |  |  |  |  |

[SC.4.L.17.1:](https://cpalms.org/Public/PreviewStandard/Preview/1701) Compare the seasonal changes in Florida plants and animals to those in other regions of the country.

**Related Access Points**

| **Name** | **Description** | **Date(s) Instruction** | **Date(s) Assessment** | **Date Mastery** |
| --- | --- | --- | --- | --- |
| [SC.4.L.17.In.1:](https://cpalms.org/Public/PreviewAccessPoint/Preview/7809) | Identify seasonal changes in Florida plants and animals. |  |  |  |
| [SC.4.L.17.Su.1:](https://cpalms.org/Public/PreviewAccessPoint/Preview/7810) | Recognize seasonal changes in some Florida plants, such as the presence of flowers and change in leaf color. |  |  |  |
| [SC.4.L.17.Pa.2:](https://cpalms.org/Public/PreviewAccessPoint/Preview/7814) | Recognize a seasonal change in the appearance of a common plant. |  |  |  |
| Resources: | Science Lesson Plan: Plant and the Florida Heat [Click Here](https://accesstofls.weebly.com/uploads/2/3/7/3/23739164/3-5_plants_and_the_florida_heat.docx) |  |  |  |

[SC.4.L.17.2:](https://cpalms.org/Public/PreviewStandard/Preview/1702) 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.

**Related Access Points**

| **Name** | **Description** | **Date(s) Instruction** | **Date(s) Assessment** | **Date Mastery** |
| --- | --- | --- | --- | --- |
| [SC.4.L.17.In.2:](https://cpalms.org/Public/PreviewAccessPoint/Preview/7812) | Recognize that animals cannot make their own food and they must eat plants or other animals to survive. |  |  |  |
| [SC.4.L.17.Su.2:](https://cpalms.org/Public/PreviewAccessPoint/Preview/7813) | Recognize that animals (consumers) eat plants or other animals for their food. |  |  |  |
| [SC.4.L.17.Pa.2:](https://cpalms.org/Public/PreviewAccessPoint/Preview/7814) | Recognize that animals eat food. |  |  |  |
| Resources: |  |  |  |  |

[SC.4.L.17.3:](https://cpalms.org/Public/PreviewStandard/Preview/1703) Trace the flow of energy from the Sun as it is transferred along the food chain through the producers to the consumers.

**Remarks/Examples:**  
Annually assessed on Grade 5 Science FCAT 2.0. Also assesses SC.3.L.17.2 and SC.4.L.17.2.

**Related Access Points**

| **Name** | **Description** | **Date(s) Instruction** | **Date(s) Assessment** | **Date Mastery** |
| --- | --- | --- | --- | --- |
| [SC.4.L.17.In.3:](https://cpalms.org/Public/PreviewAccessPoint/Preview/7815) | Recognize that plants (producers) use energy from the Sun to make their food and animals (consumers) eat plants or other animals for their food. |  |  |  |
| [SC.4.L.17.Su.2:](https://cpalms.org/Public/PreviewAccessPoint/Preview/7813) | Recognize that animals (consumers) eat plants or other animals for their food. |  |  |  |
| [SC.4.L.17.Pa.2:](https://cpalms.org/Public/PreviewAccessPoint/Preview/7814) | Recognize that animals eat food. |  |  |  |
| Resources: |  |  |  |  |

[SC.4.L.17.4:](https://cpalms.org/Public/PreviewStandard/Preview/1704) Recognize ways plants and animals, including humans, can impact the environment.

**Remarks/Examples:**  
Introduce the impacts of invasive species, such as Brazilian pepper, Cuban anole, Kudzu, Australian pine, non-native pets released into wild (Burmese python). Ocean pollution resulting from discharge of sewage, toxic chemicals, manufacturing wastes, fertilizers, soaps, detergents, runoff and insecticides; population growth causes consumption of limited resources and land use expansion to accommodate for more people; animal extinction (endangered and threatened species).

**Related Access Points**

| **Name** | **Description** | **Date(s) Instruction** | **Date(s) Assessment** | **Date Mastery** |
| --- | --- | --- | --- | --- |
| [SC.4.L.17.In.4:](https://cpalms.org/Public/PreviewAccessPoint/Preview/7816) | Recognize things that people do to help or hurt the environment, such as recycling and pollution. |  |  |  |
| [SC.4.L.17.Su.3:](https://cpalms.org/Public/PreviewAccessPoint/Preview/7817) | Recognize ways that people can help improve the environment, such as cleaning up trash. |  |  |  |
| [SC.4.L.17.Pa.3:](https://cpalms.org/Public/PreviewAccessPoint/Preview/7818) | Recognize ways that people can help improve the immediate environment, such as cleaning up trash. |  |  |  |
| Resources: |  |  |  |  |

[SC.4.N.1.1:](https://cpalms.org/Public/PreviewStandard/Preview/1661) 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.

**Remarks/Examples:**  
\* Florida Standards Connections: 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.  
  
\*\* Florida Standards Connections: MAFS.K12.MP.1: Make sense of problems and persevere in solving them; and, MAFS.K12.MP.3: Construct viable arguments and critique the reasoning of others.

**Related Access Points**

| **Name** | **Description** | **Date(s) Instruction** | **Date(s) Assessment** | **Date Mastery** |
| --- | --- | --- | --- | --- |
| [SC.4.N.1.In.1:](https://cpalms.org/Public/PreviewAccessPoint/Preview/7709) | Ask a question about the natural world and use selected reference material to find information, observe, explore, and identify findings. |  |  |  |
| [SC.4.N.1.Su.1:](https://cpalms.org/Public/PreviewAccessPoint/Preview/7710) | Ask a question about the natural world, explore materials, observe, and share information. |  |  |  |
| [SC.4.N.1.Pa.1:](https://cpalms.org/Public/PreviewAccessPoint/Preview/7711) | Explore, observe, and select an object or picture to solve a simple problem. |  |  |  |
| Resources: | Science Lesson Plan: Erosion [Click Here](https://accesstofls.weebly.com/uploads/2/3/7/3/23739164/3-5_erosion.docx)  Science Lesson Plan: Physical Weathering [Click Here](https://accesstofls.weebly.com/uploads/2/3/7/3/23739164/3-5_weathering.docx) |  |  |  |

[SC.4.N.1.2:](https://cpalms.org/Public/PreviewStandard/Preview/1662) Compare the observations made by different groups using multiple tools and seek reasons to explain the differences across groups.

**Remarks/Examples:**  
\* Florida Standards Connections: LAFS.4.SL.1.1. Engage effectively in a range of collaborative discussions with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.  
  
\*\* Florida Standards Connections: MAFS.K12.MP.4: Model with mathematics; and, MAFS.K12.MP.5: Use appropriate tools strategically.

**Related Access Points**

| **Name** | **Description** | **Date(s) Instruction** | **Date(s) Assessment** | **Date Mastery** |
| --- | --- | --- | --- | --- |
| [SC.4.N.1.In.2:](https://cpalms.org/Public/PreviewAccessPoint/Preview/7712) | Compare own observations with observations of others. |  |  |  |
| [SC.4.N.1.Su.2:](https://cpalms.org/Public/PreviewAccessPoint/Preview/7713) | Identify information based on observations of self and others. |  |  |  |
| [SC.4.N.1.Pa.2:](https://cpalms.org/Public/PreviewAccessPoint/Preview/7714) | Recognize differences in objects or pictures. |  |  |  |
| Resources: | Science Lesson Plan: Motion [Click Here](https://accesstofls.weebly.com/uploads/2/3/7/3/23739164/science_3-5_motion.docx)  Science Lesson Plan: I’m Melting [Click Here](https://accesstofls.weebly.com/uploads/2/3/7/3/23739164/science_3-5_im_melting_.docx)  Science Lesson Plan: Defying Gravity [Click Here](https://accesstofls.weebly.com/uploads/2/3/7/3/23739164/science_3-5_defying_gravity.docx)  Science Lesson Plan: Sound and Vibration [Click Here](https://accesstofls.weebly.com/uploads/2/3/7/3/23739164/3-5_sound_and_vibration.docx) |  |  |  |

[SC.4.N.1.3:](https://cpalms.org/Public/PreviewStandard/Preview/1663) 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.

**Related Access Points**

| **Name** | **Description** | **Date(s) Instruction** | **Date(s) Assessment** | **Date Mastery** |
| --- | --- | --- | --- | --- |
| [SC.4.N.1.In.1:](https://cpalms.org/Public/PreviewAccessPoint/Preview/7709) | Ask a question about the natural world and use selected reference material to find information, observe, explore, and identify findings. |  |  |  |
| [SC.4.N.1.Su.1:](https://cpalms.org/Public/PreviewAccessPoint/Preview/7710) | Ask a question about the natural world, explore materials, observe, and share information. |  |  |  |
| [SC.4.N.1.Pa.1:](https://cpalms.org/Public/PreviewAccessPoint/Preview/7711) | Explore, observe, and select an object or picture to solve a simple problem. |  |  |  |
| Resources: |  |  |  |  |

[SC.4.N.1.4:](https://cpalms.org/Public/PreviewStandard/Preview/1630) Attempt reasonable answers to scientific questions and cite evidence in support.

**Remarks/Examples:**  
\* Florida Standards Connections: 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. LAFS.4.W.3.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.  
  
\*\* Florida Standards Connections: MAFS.K12.MP.1: Make sense of problems and persevere in solving them; and, MAFS.K12.MP.2: Reason abstractly and quantitatively.

**Related Access Points**

| **Name** | **Description** | **Date(s) Instruction** | **Date(s) Assessment** | **Date Mastery** |
| --- | --- | --- | --- | --- |
| [SC.4.N.1.In.3:](https://cpalms.org/Public/PreviewAccessPoint/Preview/7715) | Relate findings to predefined science questions. |  |  |  |
| [SC.4.N.1.Su.3:](https://cpalms.org/Public/PreviewAccessPoint/Preview/7716) | Answer questions about objects and actions related to science. |  |  |  |
| [SC.4.N.1.Pa.1:](https://cpalms.org/Public/PreviewAccessPoint/Preview/7711) | Explore, observe, and select an object or picture to solve a simple problem. |  |  |  |
| Resources: | Science Lesson Plan: Plant and the Florida Heat [Click Here](https://accesstofls.weebly.com/uploads/2/3/7/3/23739164/3-5_plants_and_the_florida_heat.docx) |  |  |  |

[SC.4.N.1.5:](https://cpalms.org/Public/PreviewStandard/Preview/1631) Compare the methods and results of investigations done by other classmates.

**Remarks/Examples:**  
\*\* Florida Standards Connections: MAFS.K12.MP.6: Attend to precision.

**Related Access Points**

| **Name** | **Description** | **Date(s) Instruction** | **Date(s) Assessment** | **Date Mastery** |
| --- | --- | --- | --- | --- |
| [SC.4.N.1.In.2:](https://cpalms.org/Public/PreviewAccessPoint/Preview/7712) | Compare own observations with observations of others. |  |  |  |
| [SC.4.N.1.Su.2:](https://cpalms.org/Public/PreviewAccessPoint/Preview/7713) | Identify information based on observations of self and others. |  |  |  |
| [SC.4.N.1.Pa.4:](https://cpalms.org/Public/PreviewAccessPoint/Preview/7717) | Recognize that people share information about science. |  |  |  |
| Resources: |  |  |  |  |

[SC.4.N.1.6:](https://cpalms.org/Public/PreviewStandard/Preview/1668) Keep records that describe observations made, carefully distinguishing actual observations from ideas and inferences about the observations.

**Remarks/Examples:**  
\*\* Florida Standards Connections: MAFS.K12.MP.5: Use appropriate tools strategically; and, MAFS.K12.MP.6: Attend to precision.

**Related Access Points**

| **Name** | **Description** | **Date(s) Instruction** | **Date(s) Assessment** | **Date Mastery** |
| --- | --- | --- | --- | --- |
| [SC.4.N.1.In.4:](https://cpalms.org/Public/PreviewAccessPoint/Preview/7718) | Communicate observations and findings through the use of pictures, writing, or charts. |  |  |  |
| [SC.4.N.1.Su.4:](https://cpalms.org/Public/PreviewAccessPoint/Preview/7719) | Record observations using drawings, dictation, or pictures. |  |  |  |
| [SC.4.N.1.Pa.3:](https://cpalms.org/Public/PreviewAccessPoint/Preview/7720) | Select an object or picture to represent observed events. |  |  |  |
| Resources: | Science Lesson Plan: Motion [Click Here](https://accesstofls.weebly.com/uploads/2/3/7/3/23739164/science_3-5_motion.docx)  Science Lesson Plan: I’m Melting [Click Here](https://accesstofls.weebly.com/uploads/2/3/7/3/23739164/science_3-5_im_melting_.docx)  Science Lesson Plan: Defying Gravity [Click Here](https://accesstofls.weebly.com/uploads/2/3/7/3/23739164/science_3-5_defying_gravity.docx)  Science Lesson Plan: Erosion [Click Here](https://accesstofls.weebly.com/uploads/2/3/7/3/23739164/3-5_erosion.docx)  Science Lesson Plan: Plant and the Florida Heat [Click Here](https://accesstofls.weebly.com/uploads/2/3/7/3/23739164/3-5_plants_and_the_florida_heat.docx) |  |  |  |

[SC.4.N.1.7:](https://cpalms.org/Public/PreviewStandard/Preview/1669) Recognize and explain that scientists base their explanations on evidence.

**Remarks/Examples:**  
\*\* Florida Standards Connections: MAFS.K12.MP.1: Make sense of problems and persevere in solving them.

**Related Access Points**

| **Name** | **Description** | **Date(s) Instruction** | **Date(s) Assessment** | **Date Mastery** |
| --- | --- | --- | --- | --- |
| [SC.4.N.1.In.5:](https://cpalms.org/Public/PreviewAccessPoint/Preview/7721) | Recognize that scientists perform experiments, make observations, and gather evidence. |  |  |  |
| [SC.4.N.1.Su.5:](https://cpalms.org/Public/PreviewAccessPoint/Preview/7722) | Recognize ways that scientists collect evidence, such as by observations or measuring. |  |  |  |
| [SC.4.N.1.Pa.4:](https://cpalms.org/Public/PreviewAccessPoint/Preview/7717) | Recognize that people share information about science. |  |  |  |
| Resources: | Science Lesson Plan: Heat Conduction [Click Here](https://accesstofls.weebly.com/uploads/2/3/7/3/23739164/science_3-5_heat_conduction.docx)  Science Lesson Plan: Plant and the Florida Heat [Click Here](https://accesstofls.weebly.com/uploads/2/3/7/3/23739164/3-5_plants_and_the_florida_heat.docx) |  |  |  |

[SC.4.N.1.8:](https://cpalms.org/Public/PreviewStandard/Preview/1670) Recognize that science involves creativity in designing experiments.

**Remarks/Examples:**  
\*\* Florida Standards Connections: MAFS.K12.MP.5: Use appropriate tools strategically.

**Related Access Points**

| **Name** | **Description** | **Date(s) Instruction** | **Date(s) Assessment** | **Date Mastery** |
| --- | --- | --- | --- | --- |
| [SC.4.N.1.In.5:](https://cpalms.org/Public/PreviewAccessPoint/Preview/7721) | Recognize that scientists perform experiments, make observations, and gather evidence. |  |  |  |
| [SC.4.N.1.Su.5:](https://cpalms.org/Public/PreviewAccessPoint/Preview/7722) | Recognize ways that scientists collect evidence, such as by observations or measuring. |  |  |  |
| [SC.4.N.1.Pa.4:](https://cpalms.org/Public/PreviewAccessPoint/Preview/7717) | Recognize that people share information about science. |  |  |  |
| Resources: | Science Lesson Plan: Sound and Vibration [Click Here](https://accesstofls.weebly.com/uploads/2/3/7/3/23739164/3-5_sound_and_vibration.docx) |  |  |  |

[SC.4.N.2.1:](https://cpalms.org/Public/PreviewStandard/Preview/1671) Explain that science focuses solely on the natural world.

**Related Access Points**

| **Name** | **Description** | **Date(s) Instruction** | **Date(s) Assessment** | **Date Mastery** |
| --- | --- | --- | --- | --- |
| [SC.4.N.2.In.1:](https://cpalms.org/Public/PreviewAccessPoint/Preview/7723) | Identify that science focuses on the natural world. |  |  |  |
| [SC.4.N.2.Su.1:](https://cpalms.org/Public/PreviewAccessPoint/Preview/7724) | Recognize that science focuses on the natural world. |  |  |  |
| [SC.4.N.2.Pa.1:](https://cpalms.org/Public/PreviewAccessPoint/Preview/7725) | Associate science with the natural world in the local environment. |  |  |  |
| Resources: |  |  |  |  |

[SC.4.N.3.1:](https://cpalms.org/Public/PreviewStandard/Preview/1672) Explain that models can be three dimensional, two dimensional, an explanation in your mind, or a computer model.

**Remarks/Examples:**  
\*\* Florida Standards Connections: MAFS.K12.MP.2: Reason abstractly and quantitatively; and, MAFS.K12.MP.4: Model with mathematics.

**Related Access Points**

| **Name** | **Description** | **Date(s) Instruction** | **Date(s) Assessment** | **Date Mastery** |
| --- | --- | --- | --- | --- |
| [SC.4.N.3.In.1:](https://cpalms.org/Public/PreviewAccessPoint/Preview/7726) | Identify different types of models, such as a replica, a picture, or an animation. |  |  |  |
| [SC.4.N.3.Su.1:](https://cpalms.org/Public/PreviewAccessPoint/Preview/7727) | Recognize different types of models, such as a replica or a picture. |  |  |  |
| [SC.4.N.3.Pa.1:](https://cpalms.org/Public/PreviewAccessPoint/Preview/7728) | Match a model that is a replica to a real object. |  |  |  |
| Resources: |  |  |  |  |

[SC.4.P.8.1:](https://cpalms.org/Public/PreviewStandard/Preview/1687) Measure and compare objects and materials based on their physical properties including: mass, shape, volume, color, hardness, texture, odor, taste, attraction to magnets.

**Remarks/Examples:**  
Investigate the concept of weight versus mass of objects.  
  
Florida Standards Connections: MAFS.K12.MP.5: Use appropriate tools strategically; and, MAFS.K12.MP.6: Attend to precision.

**Related Access Points**

| **Name** | **Description** | **Date(s) Instruction** | **Date(s) Assessment** | **Date Mastery** |
| --- | --- | --- | --- | --- |
| [SC.4.P.8.In.1:](https://cpalms.org/Public/PreviewAccessPoint/Preview/7761) | Compare objects and materials based on physical properties, such as size, shape, color, texture, weight, hardness, odor, taste, and temperature. |  |  |  |
| [SC.4.P.8.Su.1:](https://cpalms.org/Public/PreviewAccessPoint/Preview/7762) | Sort objects by physical properties, such as size, shape, color, texture, weight (heavy or light), and temperature (hot or cold). |  |  |  |
| [SC.4.P.8.Pa.1:](https://cpalms.org/Public/PreviewAccessPoint/Preview/7763) | Match objects with similar observable properties, such as size, shape, color, or texture. |  |  |  |
| Resources: | Science Lesson Plan: Defying Gravity [Click Here](https://accesstofls.weebly.com/uploads/2/3/7/3/23739164/science_3-5_defying_gravity.docx) |  |  |  |

[SC.4.P.8.2:](https://cpalms.org/Public/PreviewStandard/Preview/1682) Identify properties and common uses of water in each of its states. Related Access Points

| **Name** | **Description** | **Date(s) Instruction** | **Date(s) Assessment** | **Date Mastery** |
| --- | --- | --- | --- | --- |
| [SC.4.P.8.In.2:](https://cpalms.org/Public/PreviewAccessPoint/Preview/7764) | Identify properties and uses of water in solid and liquid states. |  |  |  |
| [SC.4.P.8.Su.2:](https://cpalms.org/Public/PreviewAccessPoint/Preview/7765) | Identify uses of water in solid or liquid states. |  |  |  |
| [SC.4.P.8.Pa.2:](https://cpalms.org/Public/PreviewAccessPoint/Preview/7766) | Identify ice as a solid. |  |  |  |
| Resources: |  |  |  |  |

[SC.4.P.8.3:](https://cpalms.org/Public/PreviewStandard/Preview/1688) 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.

**Remarks/Examples:**  
Investigate the concept of weight versus mass of objects.  
  
Florida Standards Connections: MAFS.K12.MP.5: Use appropriate tools strategically; and, MAFS.K12.MP.6: Attend to precision.

**Related Access Points**

| **Name** | **Description** | **Date(s) Instruction** | **Date(s) Assessment** | **Date Mastery** |
| --- | --- | --- | --- | --- |
| [SC.4.P.8.In.3:](https://cpalms.org/Public/PreviewAccessPoint/Preview/7767) | Identify that a whole object weighs the same as all of its parts together. |  |  |  |
| [SC.4.P.8.Su.3:](https://cpalms.org/Public/PreviewAccessPoint/Preview/7768) | Recognize that the parts of an object can be put together to make a whole. |  |  |  |
| [SC.4.P.8.Pa.3:](https://cpalms.org/Public/PreviewAccessPoint/Preview/7769) | Recognize that some objects have parts. |  |  |  |
| Resources: |  |  |  |  |

[SC.4.P.8.4:](https://cpalms.org/Public/PreviewStandard/Preview/1689) Investigate and describe that magnets can attract magnetic materials and attract and repel other magnets.

**Related Access Points**

| **Name** | **Description** | **Date(s) Instruction** | **Date(s) Assessment** | **Date Mastery** |
| --- | --- | --- | --- | --- |
| [SC.4.P.8.In.4:](https://cpalms.org/Public/PreviewAccessPoint/Preview/7770) | Identify objects a magnet will attract. |  |  |  |
| [SC.4.P.8.Su.4:](https://cpalms.org/Public/PreviewAccessPoint/Preview/7771) | Demonstrate that magnets can attract other magnets. |  |  |  |
| [SC.4.P.8.Pa.4:](https://cpalms.org/Public/PreviewAccessPoint/Preview/7772) | Recognize that objects can stick together. |  |  |  |
| Resources: | Science Lesson Plan: Defying Gravity [Click Here](https://accesstofls.weebly.com/uploads/2/3/7/3/23739164/science_3-5_defying_gravity.docx) |  |  |  |

[SC.4.P.9.1:](https://cpalms.org/Public/PreviewStandard/Preview/1690) 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.

**Related Access Points**

| **Name** | **Description** | **Date(s) Instruction** | **Date(s) Assessment** | **Date Mastery** |
| --- | --- | --- | --- | --- |
| [SC.4.P.9.In.1:](https://cpalms.org/Public/PreviewAccessPoint/Preview/7773) | Observe and describe properties of materials that have been changed into other materials, such as decayed leaves of a plant. |  |  |  |
| [SC.4.P.9.Su.1:](https://cpalms.org/Public/PreviewAccessPoint/Preview/7774) | Indicate differences in materials that have been changed into other materials, such as rust on a can. |  |  |  |
| [SC.4.P.9.Pa.1:](https://cpalms.org/Public/PreviewAccessPoint/Preview/7775) | Recognize changes in observable properties of materials. |  |  |  |
| Resources: |  |  |  |  |

[SC.4.P.10.1:](https://cpalms.org/Public/PreviewStandard/Preview/1691) Observe and describe some basic forms of energy, including light, heat, sound, electrical, and the energy of motion.

**Related Access Points**

| **Name** | **Description** | **Date(s) Instruction** | **Date(s) Assessment** | **Date Mastery** |
| --- | --- | --- | --- | --- |
| [SC.4.P.10.In.1:](https://cpalms.org/Public/PreviewAccessPoint/Preview/7776) | Identify forms of energy, such as light, heat, electrical, and energy of motion. |  |  |  |
| [SC.4.P.10.Su.1:](https://cpalms.org/Public/PreviewAccessPoint/Preview/7777) | Recognize uses of different forms of energy, including electricity (computer, freezer); heat (camp fire, stove); and energy of motion (rollercoaster, pinball machine). |  |  |  |
| [SC.4.P.10.Pa.1:](https://cpalms.org/Public/PreviewAccessPoint/Preview/7778) | Recognize a source of heat energy (fire, heater). |  |  |  |
| Resources: | Science Lesson Plan: I’m Melting [Click Here](https://accesstofls.weebly.com/uploads/2/3/7/3/23739164/science_3-5_im_melting_.docx) |  |  |  |

[SC.4.P.10.2:](https://cpalms.org/Public/PreviewStandard/Preview/1683) Investigate and describe that energy has the ability to cause motion or create change.

**Related Access Points**

| **Name** | **Description** | **Date(s) Instruction** | **Date(s) Assessment** | **Date Mastery** |
| --- | --- | --- | --- | --- |
| [SC.4.P.10.In.2:](https://cpalms.org/Public/PreviewAccessPoint/Preview/7779) | Describe the results of applying electrical energy (turn on lights, make motors run); heat energy (burn wood, change temperature); and energy of motion (go faster, change direction). |  |  |  |
| [SC.4.P.10.Su.2:](https://cpalms.org/Public/PreviewAccessPoint/Preview/7780) | Recognize the results of using electrical energy (turning on television); heat energy (burning wood); and energy of motion (rolling ball). |  |  |  |
| [SC.4.P.10.Pa.1:](https://cpalms.org/Public/PreviewAccessPoint/Preview/7778) | Recognize a source of heat energy (fire, heater). |  |  |  |
| Resources: |  |  |  |  |

[SC.4.P.10.3:](https://cpalms.org/Public/PreviewStandard/Preview/1692) Investigate and explain that sound is produced by vibrating objects and that pitch depends on how fast or slow the object vibrates.

**Related Access Points**

| **Name** | **Description** | **Date(s) Instruction** | **Date(s) Assessment** | **Date Mastery** |
| --- | --- | --- | --- | --- |
| [SC.4.P.10.In.3:](https://cpalms.org/Public/PreviewAccessPoint/Preview/7781) | Recognize that vibrations cause sound and identify sounds as high or low (pitch). |  |  |  |
| [SC.4.P.10.Su.3:](https://cpalms.org/Public/PreviewAccessPoint/Preview/7782) | Recognize sounds as high or low (pitch). |  |  |  |
| [SC.4.P.10.Pa.2:](https://cpalms.org/Public/PreviewAccessPoint/Preview/7783) | Recognize objects that create sounds. |  |  |  |
| Resources: | Science Lesson Plan: Sound and Vibration [Click Here](https://accesstofls.weebly.com/uploads/2/3/7/3/23739164/3-5_sound_and_vibration.docx) |  |  |  |

[SC.4.P.10.4:](https://cpalms.org/Public/PreviewStandard/Preview/1684) Describe how moving water and air are sources of energy and can be used to move things.

**Related Access Points**

| **Name** | **Description** | **Date(s) Instruction** | **Date(s) Assessment** | **Date Mastery** |
| --- | --- | --- | --- | --- |
| [SC.4.P.10.In.4:](https://cpalms.org/Public/PreviewAccessPoint/Preview/7784) | Identify machines that use energy from moving water or air, including a windmill and a waterwheel. |  |  |  |
| [SC.4.P.10.Su.4:](https://cpalms.org/Public/PreviewAccessPoint/Preview/7785) | Identify objects that use energy from moving air, such as a pinwheel or sailboat. |  |  |  |
| [SC.4.P.10.Pa.3:](https://cpalms.org/Public/PreviewAccessPoint/Preview/7786) | Recognize that moving air can move objects. |  |  |  |
| Resources: |  |  |  |  |

[SC.4.P.11.1:](https://cpalms.org/Public/PreviewStandard/Preview/1693) Recognize that heat flows from a hot object to a cold object and that heat flow may cause materials to change temperature.

## Related Access Points

| **Name** | **Description** | **Date(s) Instruction** | **Date(s) Assessment** | **Date Mastery** |
| --- | --- | --- | --- | --- |
| [SC.4.P.11.In.1:](https://cpalms.org/Public/PreviewAccessPoint/Preview/7787) | Identify that a hot object will make a cold object warm when they touch. |  |  |  |
| [SC.4.P.11.Su.1:](https://cpalms.org/Public/PreviewAccessPoint/Preview/7788) | Recognize that a hot object can make a cold object warm when they touch. |  |  |  |
| [SC.4.P.11.Pa.1:](https://cpalms.org/Public/PreviewAccessPoint/Preview/7789) | Recognize a temperature change from cold to warm. |  |  |  |
| Resources: |  |  |  |  |

[SC.4.P.11.2:](https://cpalms.org/Public/PreviewStandard/Preview/1632) Identify common materials that conduct heat well or poorly.

## Related Access Points

| **Name** | **Description** | **Date(s) Instruction** | **Date(s) Assessment** | **Date Mastery** |
| --- | --- | --- | --- | --- |
| [SC.4.P.11.In.2:](https://cpalms.org/Public/PreviewAccessPoint/Preview/7790) | Identify materials that are strong conductors of heat, such as metal. |  |  |  |
| [SC.4.P.11.Su.2:](https://cpalms.org/Public/PreviewAccessPoint/Preview/7791) | Recognize a common material that is a strong conductor of heat, such as metal. |  |  |  |
| [SC.4.P.11.Pa.2:](https://cpalms.org/Public/PreviewAccessPoint/Preview/7792) | Recognize common objects that conduct heat. |  |  |  |
| Resources: | Science Lesson Plan: Heat Conduction [Click Here](https://accesstofls.weebly.com/uploads/2/3/7/3/23739164/science_3-5_heat_conduction.docx) |  |  |  |

[SC.4.P.12.1:](file:////Public/PreviewStandard/Preview/1694) Recognize that an object in motion always changes its position and may change its direction.

**Related Access Points**

| **Name** | **Description** | **Date(s) Instruction** | **Date(s) Assessment** | **Date Mastery** |
| --- | --- | --- | --- | --- |
| [SC.4.P.12.In.1:](https://cpalms.org/Public/PreviewAccessPoint/Preview/7793) | Identify that the position of an object changes when the object is in motion. |  |  |  |
| [SC.4.P.12.Su.1:](https://cpalms.org/Public/PreviewAccessPoint/Preview/7794) | Recognize that movement causes an object to change position. |  |  |  |
| [SC.4.P.12.Pa.1:](https://cpalms.org/Public/PreviewAccessPoint/Preview/7795) | Recognize that an object can move in different directions, such as left to right, straight line, and zigzag. |  |  |  |
| Resources: | Science Lesson Plan: Motion [Click Here](https://accesstofls.weebly.com/uploads/2/3/7/3/23739164/science_3-5_motion.docx) |  |  |  |

[SC.4.P.12.2:](https://cpalms.org/Public/PreviewStandard/Preview/1695) 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.

## Related Access Points

| **Name** | **Description** | **Date(s) Instruction** | **Date(s) Assessment** | **Date Mastery** |
| --- | --- | --- | --- | --- |
| [SC.4.P.12.In.2:](https://cpalms.org/Public/PreviewAccessPoint/Preview/7796) | Identify speed as how long it takes to travel a certain distance. |  |  |  |
| [SC.4.P.12.Su.2:](https://cpalms.org/Public/PreviewAccessPoint/Preview/7797) | Identify objects that move at different speeds. |  |  |  |
| [SC.4.P.12.Pa.2:](https://cpalms.org/Public/PreviewAccessPoint/Preview/7798) | Recognize an object as moving fast or slow. |  |  |  |
| Resources: | Science Lesson Plan: Motion [Click Here](https://accesstofls.weebly.com/uploads/2/3/7/3/23739164/science_3-5_motion.docx) |  |  |  |

[HE.4.C.1.5:](https://cpalms.org/Public/PreviewStandard/Preview/7061) Identify the human body parts and organs that work together to form healthy body systems.

**Remarks/Examples:**  
Muscular and skeletal systems, circulatory and respiratory systems, and endocrine and reproductive systems.

## Related Access Points

| **Name** | **Description** | **Date(s) Instruction** | **Date(s) Assessment** | **Date Mastery** |
| --- | --- | --- | --- | --- |
| [HE.4.C.1.In.5:](https://cpalms.org/Public/PreviewAccessPoint/Preview/13095) | Recognize major external and internal body parts that work together, such as the nose and lungs for breathing, and the mouth and stomach for digesting food. |  |  |  |
| [HE.4.C.1.Su.5:](https://cpalms.org/Public/PreviewAccessPoint/Preview/13099) | Recognize selected body parts that work together, such as the nose and lungs for breathing or the mouth and stomach for digesting food. |  |  |  |
| [HE.4.C.1.Pa.5:](https://cpalms.org/Public/PreviewAccessPoint/Preview/13102) | Associate selected external body parts with their functions. |  |  |  |
| Resources: |  |  |  |  |

[MA.K12.MTR.1.1:](https://www.cpalms.org//PreviewStandard/Preview/15875) Actively participate in effortful learning both individually and collectively.

Mathematicians who participate in effortful learning both individually and with others:

* Analyze the problem in a way that makes sense given the task.
* Ask questions that will help with solving the task.
* Build perseverance by modifying methods as needed while solving a challenging task.
* Stay engaged and maintain a positive mindset when working to solve tasks.
* Help and support each other when attempting a new method or approach.

**Clarifications:**  
Teachers who encourage students to participate actively in effortful learning both individually and with others:

* Cultivate a community of growth mindset learners.
* Foster perseverance in students by choosing tasks that are challenging.
* Develop students’ ability to analyze and problem solve.
* Recognize students’ effort when solving challenging problems.

[MA.K12.MTR.2.1:](https://www.cpalms.org//PreviewStandard/Preview/15876) Demonstrate understanding by representing problems in multiple ways.

Mathematicians who demonstrate understanding by representing problems in multiple ways:

* Build understanding through modeling and using manipulatives.
* Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
* Progress from modeling problems with objects and drawings to using algorithms and equations.
* Express connections between concepts and representations.
* Choose a representation based on the given context or purpose.

**Clarifications:**  
Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:

* Help students make connections between concepts and representations.
* Provide opportunities for students to use manipulatives when investigating concepts.
* Guide students from concrete to pictorial to abstract representations as understanding progresses.
* Show students that various representations can have different purposes and can be useful in different situations.

[MA.K12.MTR.3.1:](https://www.cpalms.org//PreviewStandard/Preview/15877) Complete tasks with mathematical fluency.

Mathematicians who complete tasks with mathematical fluency:

* Select efficient and appropriate methods for solving problems within the given context.
* Maintain flexibility and accuracy while performing procedures and mental calculations.
* Complete tasks accurately and with confidence.
* Adapt procedures to apply them to a new context.
* Use feedback to improve efficiency when performing calculations.

**Clarifications:**  
Teachers who encourage students to complete tasks with mathematical fluency:

* Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
* Offer multiple opportunities for students to practice efficient and generalizable methods.
* Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

[MA.K12.MTR.4.1:](https://www.cpalms.org//PreviewStandard/Preview/15878) Engage in discussions that reflect on the mathematical thinking of self and others.

Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

* Communicate mathematical ideas, vocabulary and methods effectively.
* Analyze the mathematical thinking of others.
* Compare the efficiency of a method to those expressed by others.
* Recognize errors and suggest how to correctly solve the task.
* Justify results by explaining methods and processes.
* Construct possible arguments based on evidence.

**Clarifications:**  
Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

* Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
* Create opportunities for students to discuss their thinking with peers.
* Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
* Develop students’ ability to justify methods and compare their responses to the responses of their peers.

[MA.K12.MTR.5.1:](https://www.cpalms.org//PreviewStandard/Preview/15879) Use patterns and structure to help understand and connect mathematical concepts.

Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

* Focus on relevant details within a problem.
* Create plans and procedures to logically order events, steps or ideas to solve problems.
* Decompose a complex problem into manageable parts.
* Relate previously learned concepts to new concepts.
* Look for similarities among problems.
* Connect solutions of problems to more complicated large-scale situations.

**Clarifications:**  
Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

* Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
* Support students to develop generalizations based on the similarities found among problems.
* Provide opportunities for students to create plans and procedures to solve problems.
* Develop students’ ability to construct relationships between their current understanding and more sophisticated ways of thinking.

[MA.K12.MTR.6.1:](https://www.cpalms.org//PreviewStandard/Preview/15880) Assess the reasonableness of solutions.

Mathematicians who assess the reasonableness of solutions:

* Estimate to discover possible solutions.
* Use benchmark quantities to determine if a solution makes sense.
* Check calculations when solving problems.
* Verify possible solutions by explaining the methods used.
* Evaluate results based on the given context.

**Clarifications:**  
Teachers who encourage students to assess the reasonableness of solutions:

* Have students estimate or predict solutions prior to solving.
* Prompt students to continually ask, “Does this solution make sense? How do you know?”
* Reinforce that students check their work as they progress within and after a task.
* Strengthen students’ ability to verify solutions through justifications.

[MA.K12.MTR.7.1:](https://www.cpalms.org//PreviewStandard/Preview/15881) Apply mathematics to real-world contexts.

Mathematicians who apply mathematics to real-world contexts:

* Connect mathematical concepts to everyday experiences.
* Use models and methods to understand, represent and solve problems.
* Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.

**Clarifications:**  
Teachers who encourage students to apply mathematics to real-world contexts:

* Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
* Challenge students to question the accuracy of their models and methods.
* Support students as they validate conclusions by comparing them to the given situation.
* Indicate how various concepts can be applied to other disciplines.

[ELA.K12.EE.1.1:](https://www.cpalms.org//PreviewStandard/Preview/15201) Cite evidence to explain and justify reasoning.

**Clarifications:**  
K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.

2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.

4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they’ve directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.

6-8 Students continue with previous skills and use a style guide to create a proper citation.

9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

[ELA.K12.EE.2.1:](https://www.cpalms.org//PreviewStandard/Preview/15202) Read and comprehend grade-level complex texts proficiently.

**Clarifications:**  
See [Text Complexity](https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/best/la/appendixb.pdf) for grade-level complexity bands and a text complexity rubric.

[ELA.K12.EE.3.1:](https://www.cpalms.org//PreviewStandard/Preview/15203) Make inferences to support comprehension.

**Clarifications:**  
Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like “Why is the girl smiling?” or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

[ELA.K12.EE.4.1:](https://www.cpalms.org//PreviewStandard/Preview/15204) Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

**Clarifications:**  
In kindergarten, students learn to listen to one another respectfully.

In grades 1-2, students build upon these skills by justifying what they are thinking. For example: “I think \_\_\_\_\_\_\_\_ because \_\_\_\_\_\_\_.” The collaborative conversations are becoming academic conversations.

In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.

[ELA.K12.EE.5.1:](https://www.cpalms.org//PreviewStandard/Preview/15205) Use the accepted rules governing a specific format to create quality work.

**Clarifications:**  
Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.

[ELA.K12.EE.6.1:](https://www.cpalms.org//PreviewStandard/Preview/15206) Use appropriate voice and tone when speaking or writing.

**Clarifications:**  
In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.

[ELD.K12.ELL.SC.1:](https://www.cpalms.org/Public/PreviewStandard/Preview/8643)

English language learners communicate information, ideas and concepts necessary for academic success in the content area of Science.

[ELD.K12.ELL.SI.1:](https://www.cpalms.org/Public/PreviewStandard/Preview/8640)

English language learners communicate for social and instructional purposes within the school setting.