



Access Science Grade Fourth (#7720050)

February 2021

Access Science Grade 4 (#7720050)

Course Number: 7720050

Course Status: Course Approved

Course Path: Section: Exceptional Student Education > **Grade Group:** Elementary > **Subject:** Academics - Subject Areas >

Abbreviated Title: ACCESS SCI GRADE 4

Course Attributes:

- Class Size Core Required

GENERAL NOTES

Access Courses: Access courses are intended only for students with a significant cognitive disability. Access courses are designed to provide students with access to the general curriculum. Access points reflect increasing levels of complexity and depth of knowledge aligned with grade-level expectations. The access points included in access courses are intentionally designed to foster high expectations for students with significant cognitive disabilities.

Access points in the subject areas of science, social studies, art, dance, physical education, theatre, and health provide tiered access to the general curriculum through three levels of access points (Participatory, Supported, and Independent). Access points in English language arts and mathematics do not contain these tiers, but contain Essential Understandings (or EUs). EUs consist of skills at varying levels of complexity and are a resource when planning for instruction.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Science. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: [Click Here](#).

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at sala@fldoe.org.

Course Standards

[SC.4.E.5.1:](#) Observe that the patterns of stars in the sky stay the same although they appear to shift across the sky nightly, and different stars can be seen in different seasons.

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:	Identify that there are many stars in the sky with some that create patterns.			
SC.4.E.5.Su.1:	Recognize a pattern of stars in the sky, such as the Big Dipper.			
SC.4.E.5.Pa.1:	Recognize that there are many stars in the sky.			
Resources:				

[SC.4.E.5.2:](#) 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:	Label three phases of the moon, including full, half (quarter), and crescent.			
SC.4.E.5.Su.2:	Identify a full moon and a half (quarter) moon.			
SC.4.E.5.Pa.2:	Recognize a full moon as a circle.			
Resources:				

[SC.4.E.5.3:](#) Recognize that Earth revolves around the Sun in a year and rotates on its axis in a 24-hour day.

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:	Recognize that Earth revolves around the Sun.			
SC.4.E.5.Su.3:	Recognize that Earth is always turning (rotating).			
SC.4.E.5.Pa.3:	Identify morning, noon, and night.			
Resources: Science Lesson Plan: Can We Live On Mars Click Here				

[SC.4.E.5.4:](#) Relate that the rotation of Earth (day and night) and apparent movements of the Sun, Moon, and stars are connected.

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:	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:	Recognize that the side of Earth facing the Sun has daylight.			
SC.4.E.5.Pa.3:	Identify morning, noon, and night.			
Resources:				

[SC.4.E.5.5:](#) 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:	Identify objects and people related to the space program in Florida.			
SC.4.E.5.Su.5:	Recognize an object or person related to the space program in Florida.			
SC.4.E.5.Pa.4:	Recognize a space-related object.			
Resources:				

[SC.4.E.6.1:](#) Identify the three categories of rocks: igneous, (formed from molten rock); sedimentary (pieces of other rocks and fossilized organisms); and metamorphic (formed from heat and pressure).

Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
SC.4.E.6.In.1:	Recognize that rocks are classified by the way they are formed, such as sedimentary.			
SC.4.E.6.Su.1:	Sort rocks according to observable characteristics, including color, shape, and size.			
SC.4.E.6.Pa.1:	Distinguish rocks from other substances found on the Earth's surface.			
Resources:				

[SC.4.E.6.2:](#) Identify the physical properties of common earth-forming minerals, including hardness, color, luster, cleavage, and streak color, and recognize the role of minerals in the formation of rocks.

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:	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:	Sort common minerals, such as rock salt, talc, gold, and silver, by their physical properties (luster and color).			
SC.4.E.6.Pa.2:	Recognize common minerals, such as rock salt, talc, gold, and silver.			
Resources:	Science Lesson Plan: Can We Live On Mars Click Here Science Lesson Plan: Earth-Forming Minerals Click Here			

[SC.4.E.6.3:](#) 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:	Recognize that some natural resources used by humans are non-renewable, such as oil.			
SC.4.E.6.Su.3:	Recognize that some natural resources can run out (non-renewable).			
SC.4.E.6.Pa.3:	Recognize the universal symbol for recycling.			
Resources:				

[SC.4.E.6.4:](#) Describe the basic differences between physical weathering (breaking down of rock by wind, water, ice, temperature change, and plants) and erosion (movement of rock by gravity, wind, water, and ice).

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:	Identify that wind and water cause physical weathering and erosion of rocks.			
SC.4.E.6.Su.4:	Recognize examples of weathering or erosion in the environment.			
SC.4.E.6.Pa.4:	Recognize the effect of weathering on an object.			
Resources: Science Lesson Plan: Erosion Click Here Science Lesson Plan: Physical Weathering Click Here				

[SC.4.E.6.5:](#) Investigate how technology and tools help to extend the ability of humans to observe very small things and very large things.

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:	Identify tools used to observe things that are far away and things that are very small.			
SC.4.E.6.Su.5:	Recognize tools that will make things look larger, such as a telescope and a magnifier.			
SC.4.E.6.Pa.5:	Recognize that something has been magnified.			

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
Resources:				

[SC.4.E.6.6:](#) 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:	Identify natural resources found in Florida, including solar energy, water, and limestone.			
SC.4.E.6.Su.6:	Recognize natural resources found in Florida, such as solar energy and water.			
SC.4.E.6.Pa.6:	Recognize water as a resource in Florida.			
Resources:				

[SC.4.L.16.1:](#) 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:	Identify that insects spread pollen to help flowering plants make seeds.			
SC.4.L.16.Su.1:	Recognize that many flowering plants grow from their own seeds.			
SC.4.L.16.Pa.1:	Recognize that many plants have flowers and leaves.			

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
Resources:	Science Lesson Plan: Plant Parts and Reproduction Click Here			

[SC.4.L.16.2:](#) 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:	Identify behaviors that animals have naturally (inherit) and behaviors that animals learn.			
SC.4.L.16.Su.2:	Recognize behaviors of common animals.			
SC.4.L.16.Pa.2:	Recognize similarities between self and parents.			
Resources:	Science Lesson Plan: Plant and the Florida Heat Click Here Science Lesson Plan: Spines or Stems Click Here			

[SC.4.L.16.3:](#) 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:	Identify behaviors that animals have naturally (inherit) and behaviors that animals learn.			
SC.4.L.16.Su.2:	Recognize behaviors of common animals.			

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
SC.4.L.16.Pa.2:	Recognize similarities between self and parents.			
Resources:				

[SC.4.L.16.4:](#) Compare and contrast the major stages in the life cycles of Florida plants and animals, such as those that undergo incomplete and complete metamorphosis, and flowering and nonflowering seed-bearing plants.

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:	Identify similarities in the major stages in the life cycles of common Florida plants and animals.			
SC.4.L.16.Su.3:	Recognize the major stages in life cycles of common plants and animals.			
SC.4.L.16.Pa.3:	Match offspring of animals with parents.			
Resources:				

[SC.4.L.17.1:](#) 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:	Identify seasonal changes in Florida plants and animals.			

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
SC.4.L.17.Su.1:	Recognize seasonal changes in some Florida plants, such as the presence of flowers and change in leaf color.			
SC.4.L.17.Pa.2:	Recognize a seasonal change in the appearance of a common plant.			
Resources: Science Lesson Plan: Plant and the Florida Heat Click Here				

[SC.4.L.17.2:](#) Explain that animals, including humans, cannot make their own food and that when animals eat plants or other animals, the energy stored in the food source is passed to them.

Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
SC.4.L.17.In.2:	Recognize that animals cannot make their own food and they must eat plants or other animals to survive.			
SC.4.L.17.Su.2:	Recognize that animals (consumers) eat plants or other animals for their food.			
SC.4.L.17.Pa.2:	Recognize that animals eat food.			
Resources:				

[SC.4.L.17.3:](#) Trace the flow of energy from the Sun as it is transferred along the food chain through the producers to the consumers.

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:	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:	Recognize that animals (consumers) eat plants or other animals for their food.			
SC.4.L.17.Pa.2:	Recognize that animals eat food.			
Resources:				

[SC.4.L.17.4:](#) 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:	Recognize things that people do to help or hurt the environment, such as recycling and pollution.			
SC.4.L.17.Su.3:	Recognize ways that people can help improve the environment, such as cleaning up trash.			
SC.4.L.17.Pa.3:	Recognize ways that people can help improve the immediate environment, such as cleaning up trash.			
Resources:				

[SC.4.N.1.1:](#) Raise questions about the natural world, use appropriate reference materials that support understanding to obtain information (identifying the source), conduct both individual and team investigations through free exploration and systematic investigations, and generate appropriate explanations based on those explorations.

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:	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:	Ask a question about the natural world, explore materials, observe, and share information.			
SC.4.N.1.Pa.1:	Explore, observe, and select an object or picture to solve a simple problem.			
Resources:	Science Lesson Plan: Erosion Click Here Science Lesson Plan: Physical Weathering Click Here			

[SC.4.N.1.2:](#) 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:	Compare own observations with observations of others.			
SC.4.N.1.Su.2:	Identify information based on observations of self and others.			
SC.4.N.1.Pa.2:	Recognize differences in objects or pictures.			
Resources: Science Lesson Plan: Motion Click Here Science Lesson Plan: I'm Melting Click Here Science Lesson Plan: Defying Gravity Click Here Science Lesson Plan: Sound and Vibration Click Here				

[SC.4.N.1.3:](#) Explain that science does not always follow a rigidly defined method ("the scientific method") but that science does involve the use of observations and empirical evidence.

Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
SC.4.N.1.In.1:	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:	Ask a question about the natural world, explore materials, observe, and share information.			
SC.4.N.1.Pa.1:	Explore, observe, and select an object or picture to solve a simple problem.			
Resources:				

[SC.4.N.1.4:](#) 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:	Relate findings to predefined science questions.			
SC.4.N.1.Su.3:	Answer questions about objects and actions related to science.			
SC.4.N.1.Pa.1:	Explore, observe, and select an object or picture to solve a simple problem.			
Resources:	Science Lesson Plan: Plant and the Florida Heat Click Here			

[SC.4.N.1.5:](#) 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:	Compare own observations with observations of others.			
SC.4.N.1.Su.2:	Identify information based on observations of self and others.			
SC.4.N.1.Pa.4:	Recognize that people share information about science.			
Resources:				

[SC.4.N.1.6:](#) 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:	Communicate observations and findings through the use of pictures, writing, or charts.			
SC.4.N.1.Su.4:	Record observations using drawings, dictation, or pictures.			
SC.4.N.1.Pa.3:	Select an object or picture to represent observed events.			
Resources:	Science Lesson Plan: Motion Click Here Science Lesson Plan: I’m Melting Click Here Science Lesson Plan: Defying Gravity Click Here Science Lesson Plan: Erosion Click Here Science Lesson Plan: Plant and the Florida Heat Click Here			

[SC.4.N.1.7:](#) 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:	Recognize that scientists perform experiments, make observations, and gather evidence.			

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
SC.4.N.1.Su.5:	Recognize ways that scientists collect evidence, such as by observations or measuring.			
SC.4.N.1.Pa.4:	Recognize that people share information about science.			
Resources:	Science Lesson Plan: Heat Conduction Click Here Science Lesson Plan: Plant and the Florida Heat Click Here			

[SC.4.N.1.8:](#) 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:	Recognize that scientists perform experiments, make observations, and gather evidence.			
SC.4.N.1.Su.5:	Recognize ways that scientists collect evidence, such as by observations or measuring.			
SC.4.N.1.Pa.4:	Recognize that people share information about science.			
Resources:	Science Lesson Plan: Sound and Vibration Click Here			

[SC.4.N.2.1:](#) 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:	Identify that science focuses on the natural world.			

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
SC.4.N.2.Su.1:	Recognize that science focuses on the natural world.			
SC.4.N.2.Pa.1:	Associate science with the natural world in the local environment.			
Resources:				

[SC.4.N.3.1:](#) 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:	Identify different types of models, such as a replica, a picture, or an animation.			
SC.4.N.3.Su.1:	Recognize different types of models, such as a replica or a picture.			
SC.4.N.3.Pa.1:	Match a model that is a replica to a real object.			
Resources:				

[SC.4.P.8.1:](#) Measure and compare objects and materials based on their physical properties including: mass, shape, volume, color, hardness, texture, odor, taste, attraction to magnets.

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:	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:	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:	Match objects with similar observable properties, such as size, shape, color, or texture.			
Resources:	Science Lesson Plan: Defying Gravity Click Here			

[SC.4.P.8.2:](#) 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:	Identify properties and uses of water in solid and liquid states.			
SC.4.P.8.Su.2:	Identify uses of water in solid or liquid states.			
SC.4.P.8.Pa.2:	Identify ice as a solid.			
Resources:				

[SC.4.P.8.3:](#) Explore the Law of Conservation of Mass by demonstrating that the mass of a whole object is always the same as the sum of the masses of its parts.

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:	Identify that a whole object weighs the same as all of its parts together.			
SC.4.P.8.Su.3:	Recognize that the parts of an object can be put together to make a whole.			
SC.4.P.8.Pa.3:	Recognize that some objects have parts.			
Resources:				

[SC.4.P.8.4:](#) 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:	Identify objects a magnet will attract.			
SC.4.P.8.Su.4:	Demonstrate that magnets can attract other magnets.			
SC.4.P.8.Pa.4:	Recognize that objects can stick together.			
Resources:	Science Lesson Plan: Defying Gravity Click Here			

[SC.4.P.9.1:](#) Identify some familiar changes in materials that result in other materials with different characteristics, such as decaying animal or plant matter, burning, rusting, and cooking.

Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
SC.4.P.9.In.1:	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:	Indicate differences in materials that have been changed into other materials, such as rust on a can.			
SC.4.P.9.Pa.1:	Recognize changes in observable properties of materials.			
Resources:				

[SC.4.P.10.1:](#) 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:	Identify forms of energy, such as light, heat, electrical, and energy of motion.			
SC.4.P.10.Su.1:	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:	Recognize a source of heat energy (fire, heater).			
Resources:	Science Lesson Plan: I'm Melting Click Here			

[SC.4.P.10.2:](#) 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:	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:	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:	Recognize a source of heat energy (fire, heater).			
Resources:				

[SC.4.P.10.3:](#) Investigate and explain that sound is produced by vibrating objects and that pitch depends on how fast or slow the object vibrates.

Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
SC.4.P.10.In.3:	Recognize that vibrations cause sound and identify sounds as high or low (pitch).			
SC.4.P.10.Su.3:	Recognize sounds as high or low (pitch).			
SC.4.P.10.Pa.2:	Recognize objects that create sounds.			
Resources:	Science Lesson Plan: Sound and Vibration Click Here			

[SC.4.P.10.4:](#) 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:	Identify machines that use energy from moving water or air, including a windmill and a waterwheel.			
SC.4.P.10.Su.4:	Identify objects that use energy from moving air, such as a pinwheel or sailboat.			
SC.4.P.10.Pa.3:	Recognize that moving air can move objects.			
Resources:				

[SC.4.P.11.1:](#) Recognize that heat flows from a hot object to a cold object and that heat flow may cause materials to change temperature.

Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
SC.4.P.11.In.1:	Identify that a hot object will make a cold object warm when they touch.			
SC.4.P.11.Su.1:	Recognize that a hot object can make a cold object warm when they touch.			
SC.4.P.11.Pa.1:	Recognize a temperature change from cold to warm.			
Resources:				

[SC.4.P.11.2:](#) 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:	Identify materials that are strong conductors of heat, such as metal.			

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
SC.4.P.11.Su.2:	Recognize a common material that is a strong conductor of heat, such as metal.			
SC.4.P.11.Pa.2:	Recognize common objects that conduct heat.			
Resources:	Science Lesson Plan: Heat Conduction Click Here			

[SC.4.P.12.1:](#) 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:	Identify that the position of an object changes when the object is in motion.			
SC.4.P.12.Su.1:	Recognize that movement causes an object to change position.			
SC.4.P.12.Pa.1:	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			

[SC.4.P.12.2:](#) Investigate and describe that the speed of an object is determined by the distance it travels in a unit of time and that objects can move at different speeds.

Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
SC.4.P.12.In.2:	Identify speed as how long it takes to travel a certain distance.			
SC.4.P.12.Su.2:	Identify objects that move at different speeds.			
SC.4.P.12.Pa.2:	Recognize an object as moving fast or slow.			
Resources:	Science Lesson Plan: Motion Click Here			

[HE.4.C.1.5:](#) 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:	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:	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:	Associate selected external body parts with their functions.			
Resources:				