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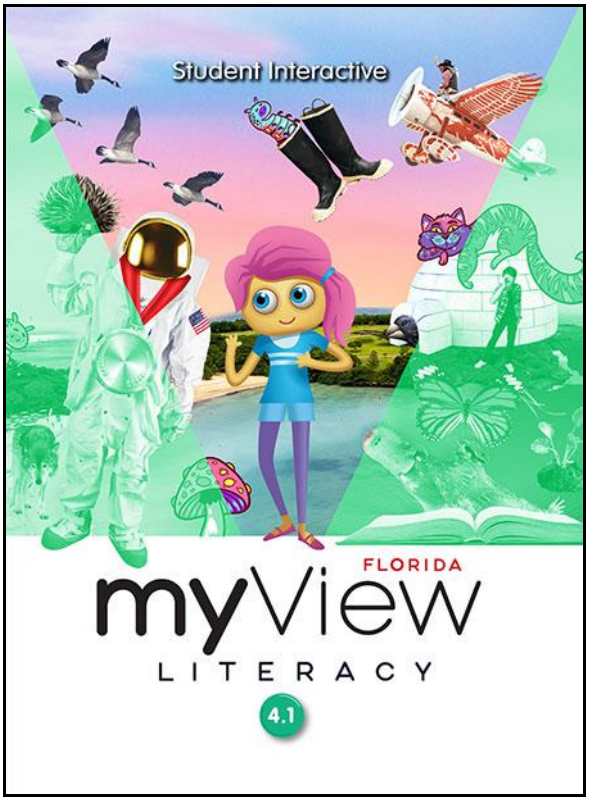

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To the

Florida Course Standards for Science Grade 4

Prepared by Savvas Learning Company, formerly Pearson K12 Learning

A Correlation of Florida Elevate Science ©2019 and Florida myView Literacy ©2022 to the Florida Course Standards for Science
Grade 4

Introduction

This document demonstrates how ***Florida myView Literacy,* 2022 and *Florida Elevate Science, 2019*** meet the ***Florida Course Standards for Science.*** Correlation page references are to the Student Edition Teacher Edition and are cited by grade, and page references.

myView Literacy is a K-5 comprehensive, interactive literacy program that provides a balanced approach to teaching reading, writing, speaking, listening and viewing using a collection authentic reading texts and collaborative writing workshops. Competencies of 21st century thinking and social-emotional learning are taught and practiced using authentic literature, highly-engaging trade books, collaborative learning, and project-based inquiry. The instructional model follows connected reading and writing workshops that focus on teaching the critical skills and strategies students need to be highly competent thinkers, readers, and writers ready for college and career. It is designed to teach students to think carefully about what they read, discern what is relevant to them, and what is important in their world. myView Literacy offers a balanced instructional model with an emphasis on conceptual understandings, standards-based instruction and application through rigorous performance tasks and the workshop model.

Elevate Science is a comprehensive K-5 science program that focuses on active, student-centered learning. It builds students' critical thinking, questioning, and collaboration skills, and fuels interest in STEM and creative problem solving while supporting literacy development for elementary-age learners. Developed to support Next Generation Science Standards (NGSS), ***Elevate Science*** integrates three dimensional learning of the Scientific and Engineering Practices, Crosscutting Concepts (CCC), and Disciplinary Core Ideas (DCIs).

Florida Course Standards for Science, Grade 4	Elevate Science Florida Edition, Grade 4 ©2019	Florida myView Literacy ©2022
SC.4.E.5.1 Observe that the patterns of stars in the sky stay the same although they appear to shift across the sky nightly, and different stars can be seen in different seasons.	**SE/TE:** STEM Connection, 6 Earth's Rotation, 8-9 uInvestigate Lab: What star patterns can you see?, 17 Design It, 19 Quest Check-In Lab: How do stars make patterns?, 22-23 uDemonstrate Lab: How does a starry sky change?, 40-41	Students can explore this concept as they examine the following selections. Unit 1: Selections Media: "Everyday Space Technology" T140–T141 Read Aloud: "Exploring Mars" T142–T143 Read: "Twins in Space" T154–T167 Instructional Content and Activities Cross-Curricular Perspectives: Social Studies, T42 (Space Travel) Cross-Curricular Perspectives: Social Studies, T157 (International Space Station)
SC.4.E.5.2 Describe the changes in the observable shape of the moon over the course of about a month.	**SE/TE:** uInvestigate Lab: Why does the moon change shape?, 25 Moon Phases, 26-27 uBe a Scientist: Model Phases and Eclipses, 30 Quest Check-In: Moon Sightings, 31 uEngineer It!: Coding Moon Phases, 32-33	Students can explore this concept as they examine the following selection. Unit 1: Selections Media: "Everyday Space Technology" T140–T141 Unit 5: Leveled Readers Patterns in Nature (Informational Text and Procedure)
SC.4.E.5.3 Recognize that Earth revolves around the Sun in a year and rotates on its axis in a 24-hour day.	**SE/TE:** Earth's Rotation, 8-9 Visual Literacy Connection: Earth's Revolution, 10-11 STEM Math Connection: How long does it take to orbit?, 15	Students can explore this concept as they examine the following selection. Unit 5: Leveled Readers Patterns in Nature (Informational Text and Procedure)
SC.4.E.5.4 Relate that the rotation of Earth (day and night) and apparent movements of the Sun, Moon, and stars are connected.	**SE/TE:** STEM Connection, 6 uInvestigate Lab: How are we spinning?, 7 Earth Moves, 8 Model It!, 8 Earth's Rotation, 8-9	Students can explore this concept as they examine the following selection. Unit 5: Leveled Readers Patterns in Nature (Informational Text and Procedure)

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SC.4.E.5.5 Investigate and report the effects of space research and exploration on the economy and culture of Florida.	**SE/TE:** The Space Program in Florida, 12 Space Research and Exploration, 13	Teachers and students can examine this objective as they read the following material: Unit 1: Selections Media: "Everyday Space Technology" T140–T141 Read: "Twins in Space" T154–T167 Instructional Content and Activities Cross-Curricular Perspectives: Social Studies, T42 (Space Travel)
SC.4.E.6.1 Identify the three categories of rocks: igneous, (formed from molten rock); sedimentary (pieces of other rocks and fossilized organisms); and metamorphic (formed from heat and pressure).	**SE/TE:** Igneous Rocks, 68 Sedimentary Rocks, 68 Metamorphic Rocks, 69 uBe a Scientist: Identify Rocks, 72	Students can use the following material to complete this objective: Unit 5: Selections Infographic: "The Surface of Earth" T18–T19 Media: Volcanic Activity T78–T79 Read: *Volcanoes* T92–T107 Instructional Content and Activities Cross-Curricular Perspectives: Science, T35, T44, T95, T99, T223, T225, T227 (Earth's Crust, Volcanoes, and Geology)
SC.4.E.6.2 Identify the physical properties of common earth-forming minerals, including hardness, color, luster, cleavage, and streak color, and recognize the role of minerals in the formation of rocks.	**SE/TE:** uInvestigate Lab: How can you classify minerals?, 67 Minerals, 72 Hardness, 114 Quest Check-In: Identify Properties, 115	Students can use the following material to complete this objective: Unit 5: Selections Infographic: "The Surface of Earth" T18–T19 Instructional Content and Activities Cross-Curricular Perspectives: Science, T35, T44, T95, T99, T223, T225, T227 (Earth's Crust, Volcanoes, and Geology)

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SC.4.E.6.3 Recognize that humans need resources found on Earth and that these are either renewable or nonrenewable.	**SE/TE:** Renewable Resources, 88 Nonrenewable Resources, 89 uConnect Lab: How are energy resources used?, 206 Fossil Fuels, 218 Engineering Connection, Renewable Energy Sources, 226 Visual Literacy Connection: Is renewable energy all around?, 228-229 Renewable Fuel, 230 Energy That Does Not Run Out, 231	Unit 5: Selections Infographic: The Trouble with Ocean Trash T266–T267 Read Aloud: "The Footprints Across Earth's Back" T268–T269 Read: *Trashing Paradise* and "Bye Bye Plastic Bags on Bali" T280–T299 Instructional Content and Activities Cross-Curricular Perspectives: Science, T36, T154
SC.4.E.6.4 Describe the basic differences between physical weathering (breaking down of rock by wind, water, ice, temperature change, and plants) and erosion (movement of rock by gravity, wind, water, and ice).	**SE/TE:** uInvestigate Lab: How can rain affect land?, 46 uInvestigate Lab: How can a rock wear away?, 77 Physical Weathering, 79 Erosion, 80 Movement of Particles, 81 Visual Literacy Connection: How are weathering, erosion, & deposition connected?, 82-83 STEM Quest Check-In Lab: How does water affect landforms?, 85	Unit 5: Selections Infographic: "The Surface of Earth" T18–T19 Read Aloud: "Big Bend: Land of Contrasts" T208–T209 Leveled Readers The Dirt on Soil (Informational Text) Instructional Content and Activities Cross-Curricular Perspectives: Science, T35, T44, T95, T99, T223, T225, T227 (Earth's Crust, Volcanoes, and Geology)
SC.4.E.6.5 Investigate how technology and tools help to extend the ability of humans to observe very small things and very large things.	**SE/TE:** Stem Connection, 6	Unit 1: Selections Media: "Everyday Space Technology" T140–T141 Instructional Content and Activities Cross-Curricular Perspectives: Social Studies, T157 (International Space Station) Unit 3: Selections "I Wil be a Chemist" (poem) T389 (Using a microscope)

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SC.4.E.6.6 Identify resources available in Florida (water, phosphate, oil, limestone, silicon, wind, and solar energy).	**SE/TE:** STEM Connection, 86 uInvestigate Lab: How are resources used?, 87 Minerals in Florida, 90 Engineering Connection, Renewable Energy Sources, 226	Students can use the following material to complete this objective: Unit 1: Selections Infographic: "Where We Live" T80–T81 Leveled Readers Geographic Regions (Informational Text) Unit 5: Selections Infographic: "The Surface of Earth" T18–T19 Leveled Readers The Dirt on Soil (Informational Text)
SC.4.L.16.1 Identify processes of sexual reproduction in flowering plants, including pollination, fertilization (seed production), seed dispersal, and germination.	**SE/TE:** uConnect Lab: How far can a seed travel on its own?, 256 Visual Literacy Connection: What are life cycles of plants?, 260-261 How Flowers Make Seeds, 262 How Pollen Moves, 263 How Seeds Grow and Change, 264	For supporting content please see: Unit 2: Leveled Readers The Urban Jungle (Informational Text) Invasive Species (Expository Text) insects and plants Instructional Content and Activities Cross-Curricular Perspectives: Science, T233 (Butterflies and Pollinators)

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SC.4.L.16.2 Explain that although characteristics of plants and animals are inherited, some characteristics can be affected by the environment.	**SE/TE:** Animal Characteristics and Heredity, 278 Plant Characteristics and Heredity, 279 Visual Literacy: What environmental factors affect animal characteristics?, 280-281 Plants and Environmental Characteristics, 282-283 Quest Check-In Lab: Why do the colors of flamingos vary?, 284-285	Unit 2: Selections Infographic: Why Animals Adapt T18–T19 Read: *Feathers: Not Just for Flying* T32–T53 Media: Survival Adaptations T84–T85 Read: *Animal Mimics* T98–T121 Read: *Butterfly Eyes and Other Secrets of the Meadow* T224–T239 Read: *The Weird and Wonderful Echidna and The Very Peculiar Platypus* T284–T303 Instructional Content and Activities Cross-Curricular Perspectives: Science, T34, T39, T49 (Adaptation) Cross-Curricular Perspectives: Science, T41 (Camouflage) Cross-Curricular Perspectives: Science, T102, T287, T289 (Physical Adaptation) Compare Across Texts: Living Things Adjust to Different Habitats and Environments, T460–T461

Florida Course Standards for Science, Grade 4	Elevate Science Florida Edition, Grade 4 ©2019	Florida myView Literacy ©2022
SC.4.L.16.3 Recognize that animal behaviors may be shaped by heredity and learning.	**SE/TE:** Visual Literacy Connection: What are some animal instincts?, 288-289 Learned Behavior, 290 Quest Connection, 290 Learning and Instinct Combined, 291	Unit 2: Selections Read: *Animal Mimics* T98–T121 Leveled Readers Here Comes the Night (Expository Text) animals of the night Plant and Animal Communication (Expository Text) Instructional Content and Activities Cross-Curricular Perspectives: Science, T34, T39, T49 (Adaptation) Cross-Curricular Perspectives: Science, T100 (Mimicry) Cross-Curricular Perspectives: Science, T102, T287, T289 (Physical Adaptation) Cross-Curricular Perspectives: Science, T113, T115 (Survival Adaptations) Cross-Curricular Perspectives: Science, T232, T236 (Living Things Depend on Each Other) Compare Across Texts: Living Things Adjust to Different Habitats and Environments, T460–T461
SC.4.L.16.4 Compare and contrast the major stages in the life cycles of Florida plants and animals, such as those that undergo incomplete and complete metamorphosis, and flowering and nonflowering seed-bearing plants.	**SE/TE:** Visual Literacy Connection: What are life cycles of plants?, 260-261 Quest Check-In: Life cycle of a white water lily, 265 uInvestigate Lab: How does a sea turtle change in its life cycle?, 269 Life Cycle of a Reptile, 270 Life Cycle of an Insect, 271 Visual Literacy Connection: Complete versus Incomplete Metamorphosis, 272 Life Cycle of a Mammal, 274	Unit 2: Selections Read: *Feathers: Not Just for Flying* T32–T53 Read: *Butterfly Eyes and Other Secrets of the Meadow* T224–T239 Read: *The Weird and Wonderful Echidna and The Very Peculiar Platypus* T284–T303 Instructional Content and Activities Cross-Curricular Perspectives: Science, T173 (Turtles and Hibernating) Cross-Curricular Perspectives: Science, T232, T236 (Living Things Depend on Each Other) Cross-Curricular Perspectives: Science, T233 (Butterflies and Pollinators)

Florida Course Standards for Science, Grade 4	Elevate Science Florida Edition, Grade 4 ©2019	Florida myView Literacy ©2022
SC.4.L.17.1 Compare the seasonal changes in Florida plants and animals to those in other regions of the country.	**SE/TE:** Seasonal Changes in Florida Plants and Animals, 311 Visual Literacy Connection: How do organisms change with the seasons?, 312-313 Seasonal Changes in Plants and Animals in Different Regions, 314-315	Students can discuss seasons with this following: Unit 5: Leveled Readers Patterns in Nature (Informational Text and Procedure) How Weather Works (Expository Text) Instructional Content and Activities Research Project: Persuasive Writing: The Most Dangerous Type of Weather, T458–T473
SC.4.L.17.2 Explain that animals, including humans, cannot make their own food and that when animals eat plants or other animals, the energy stored in the food source is passed to them.	**SE/TE:** Consumers Eat Food, 321 Visual Literacy Connection: How does energy flow through food chains?, 328-329	Unit 1: Leveled Readers Keeping Nature in Balance (Informational Text) animals Unit 2: Leveled Readers Invasive Species (Expository Text) insects and plants Exploring Ecosystems (Informational Text) Instructional Content and Activities Cross-Curricular Perspectives: Science, T109 (Poison Dart Frog) Cross-Curricular Perspectives: Science, T117 (Caterpillars and Predators) Instructional Content and Activities Cross-Curricular Perspectives: Science, T233 (Butterflies and Pollinators)
SC.4.L.17.3 Trace the flow of energy from the Sun as it is transferred along the food chain through the producers to the consumers.	**SE/TE:** uInvestigate Lab: Where do animals get their energy?, 319 Producers Make Food, 320 Consumers Eat Food, 321 uInvestigate Lab: How does energy flow from organism to organism?, 327 Visual Literacy Connection: How does energy flow through food chains?, 328-329	Unit 2: Leveled Readers Exploring Ecosystems (Informational Text) Instructional Content and Activities Cross-Curricular Perspectives: Science, T232, T236 (Living Things Depend on Each Other)

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SC.4.L.17.4 Recognize ways plants and animals, including humans, can impact the environment.	**SE/TE:** Animals Impact the Environment, 337 Visual Literacy Connection: How can plants impact the environment?, 338-339 Humans Impact the Environment, 340	Unit 2: Leveled Readers Invasive Species (Expository Text) insects and plants Unit 5: Selections Diagram: Pollutant Emissions T138–T139 Read: from *The Top 10 Ways You Can Reduce Waste* T152–T175 Primary Source: Preserving Biodiversity T206–T207 Read: *Trashing Paradise* and "Bye Bye Plastic Bags on Bali" T280–T299 Instructional Content and Activities Cross-Curricular Perspectives: Science, T36 (Renewable and Nonrenewable 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.	**SE/TE:** Science Practice Toolbox: Ask Questions, 79 uInvestigate Lab: How does freezing affect water?, 119 uInvestigate Lab: How can pollution affect an organism?, 277 Science Practice Toolbox: Conduct Investigations, 320 Questions and Investigations, EM0 Reference Materials, EM1 Support Claims with Evidence, EM5 Scientific Investigations, EM8	Unit 2: Instructional Content and Activities Research Project: Informational Writing: Endangered Species, T462–T477 Unit 5: Instructional Content and Activities Research Project: Persuasive Writing: The Most Dangerous Type of Weather, T458–T473

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SC.4.N.1.2 Compare the observations made by different groups using multiple tools and seek reasons to explain the differences across groups.	**SE/TE:** uConnect Lab: How far can a seed travel on its own?, 256 Comparing Results, EM2 Evaluate Investigations, EM9	Unit 1: Selections Map: Discover Extraordinary Iceland T18–T19 Unit 2: Leveled Readers Exploring Ecosystems (Informational Text) Instructional Content and Activities Research Project: Informational Writing: Endangered Species, T462–T477 Unit 5: Leveled Readers The Water Cycles (Expository Text and Procedure) Diagrams and Experiments Accidental Discoveries (Narrative Nonfiction)
SC.4.N.1.3 Explain that science does not always follow a rigidly defined method ('the scientific method') but that science does involve the use of observations and empirical evidence.	**SE/TE:** Empirical Evidence, EM4 Support Claims with Evidence, EM5 Scientific Investigations, EM8	Unit 2: Instructional Content and Activities Compare Across Texts: Living Things Adjust to Different Habitats and Environments, T460–T461 Unit 5: Selections Primary Source: Preserving Biodiversity T206–T207 Leveled Readers Digging for Dinosaurs (Expository Text) Accidental Discoveries (Narrative Nonfiction) Instructional Content and Activities Research Project: Persuasive Writing: The Most Dangerous Type of Weather, T458–T473

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SC.4.N.1.4 Attempt reasonable answers to scientific questions and cite evidence in support.	**SE/TE:** uInvestigate Lab: How can rain affect land, 46 uDemonstrate Lab: What affects energy transfer, 200-201 How can you design and build a circuit? 209 Questions and Investigations, EM0 Empirical Evidence, EM4 Support Claims with Evidence, EM5	Unit 2: Instructional Content and Activities Research Project: Informational Writing: Endangered Species, T462–T477 Unit 5: Instructional Content and Activities Research Project: Persuasive Writing: The Most Dangerous Type of Weather, T458–T473
SC.4.N.1.5 Compare the methods and results of investigations done by other classmates.	**SE/TE:** uConnect Lab: How far can a seed travel on its own?, 256 Comparing Results, EM2	Unit 2: Instructional Content and Activities Research Project: Informational Writing: Endangered Species, T462–T477 Unit 5: Instructional Content and Activities Research Project: Persuasive Writing: The Most Dangerous Type of Weather, T458–T473
SC.4.N.1.6 Keep records that describe observations made, carefully distinguishing actual observations from ideas and inferences about the observations.	**SE/TE:** uInvestigate Lab: How can you tell whether matter changed?, 137 uInvestigate Lab: Do mealworms prefer damp or dry places?, 287 uBe a Scientist: Build a Bird Feeder, 321 Keeping Records, EM3	Unit 1: Instructional Content and Activities Cross-Curricular Perspectives: Science, T100 (Fossils and Direct Observation) Unit 2: Instructional Content and Activities Research Project: Informational Writing: Endangered Species, T462–T477 Unit 5: Selections Primary Source: Preserving Biodiversity, T206–T207 Leveled Readers Digging for Dinosaurs (Expository Text) The Dirt on Soil (Informational Text) – diagrams, graphs The Water Cycles (Expository Text and Procedure) Diagrams and Experiments

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SC.4.N.1.7 Recognize and explain that scientists base their explanations on evidence.	**SE/TE:** uInvestigate Lab: How can rain affect land, 46 uDemonstrate Lab: What affects energy transfer, 200-201 Questions and Investigations, EM0 Support Claims with Evidence, EM5	Unit 1: Instructional Content and Activities Cross-Curricular Perspectives: Science, (Fossils and Direct Observation) Unit 2: Leveled Readers Exploring Ecosystems (Informational Text) Instructional Content and Activities Research Project: Informational Writing: Endangered Species, T462–T477 Unit 5: Selections Primary Source: Preserving Biodiversity T206–T207 Leveled Readers Digging for Dinosaurs (Expository Text) The Dirt on Soil (Informational Text) – diagrams, graphs The Water Cycles (Expository Text and Procedure) Diagrams and Experiments Accidental Discoveries (Narrative Nonfiction)
SC.4.N.1.8 Recognize that science involves creativity in designing experiments.	**SE/TE:** Creativity, EM1	Unit 2: Instructional Content and Activities Research Project: Informational Writing: Endangered Species, T462–T477 Unit 5: Instructional Content and Activities Research Project: Persuasive Writing: The Most Dangerous Type of Weather, T458–T473

SE = Student Edition TE = Teacher Edition

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SC.4.N.2.1 Explain that science focuses solely on the natural world.	**SE/TE:** Career Connection: Metallurgist, 145 Career Connection: Zoo Engineer, 295 Career Connection: Ecologist, 345 Questions and Investigations, EM0	Unit 1: Leveled Readers Keeping Nature in Balance (Informational Text) Unit 3: Selections Read: from *Out of My Mind,* T32–T41 (Cerebral Palsy) Infographic: New Places Affect How We Eat T198–T199 Unit 5: Selections Diagram: Pollutant Emissions T138–T139 Read: from *The Top 10 Ways You Can Reduce Waste* T152–T175 Primary Source: Preserving Biodiversity T206–T207 Infographic: The Trouble with Ocean Trash T266–T267 Read: *Trashing Paradise* and "Bye Bye Plastic Bags on Bali" T280–T299 Leveled Readers The Water Cycles (Expository Text and Procedure) The Dirt on Soil (Informational Text) Patterns in Nature (Informational Text and Procedure) Instructional Content and Activities Research Project: Persuasive Writing: The Most Dangerous Type of Weather, T458–T473

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SC.4.N.3.1 Explain that models can be three dimensional, two dimensional, an explanation in your mind, or a computer model.	**SE/TE:** Models, EM6	Unit 1: Selections Read: *Reaching for the Moon*, T32–T49 Infographic: "Where We Live" T80–T81 Unit 2: Selections Infographic: Why Animals Adapt T18–T19 Infographic: Part of a Habitat T210–T211 Unit 5: Selections Infographic: "The Surface of Earth" T18–T19 Media: Volcanic Activity T78–T79 Infographic: The Trouble with Ocean Trash T266–T267
SC.4.P.8.1 Measure and compare objects and materials based on their physical properties including: mass, shape, volume, color, hardness, texture, odor, taste, attraction to magnets.	**SE/TE:** uInvestigate Lab: How can objects be classified, 106 uInvestigate Lab: What materials can a magnet move?, 109 Visual Literacy Connection: What do you sense?, 112-113 Quest Check in: Identify Properties, 115 Quest Connection, 133 Quest check in How can we measure and compare objects, 134-135	Unit 5: Selections Infographic: "The Surface of Earth" T18–T19 Diagram: Pollutant Emissions T138–T139 Instructional Content and Activities Cross-Curricular Perspectives: Science, T288 (Units of Measure)
SC.4.P.8.2 Identify properties and common uses of water in each of its states.	**SE/TE:** uInvestigate Lab: How does freezing affect water?, 119 Visual Literacy Connection: What are physical changes of water?, 122-123 Unique Properties of Water, 124	Unit 3: Instructional Content and Activities Cross-Curricular Perspectives: Science, T39 (Clouds) Unit 5: Leveled Readers The Water Cycle (Expository Text + Procedure) Instructional Content and Activities Cross-Curricular Perspectives: Science, T164 (Water)

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SC.4.P.8.3 Explore the Law of Conservation of Mass by demonstrating that the mass of a whole object is always the same as the sum of the masses of its parts.	**SE/TE:** uInvestigate Lab: How does mass compare?, 127 Law of Conservation of Mass, 129 Visual Literacy Connection: What is the mass?, 130-131	For supporting content please see: Unit 5: Selections Read Aloud: "Energy Recovery of Waste" T20–T21 Diagram: Pollutant Emissions T138–T139 Leveled Readers Force and Energy (Informational Text)
SC.4.P.8.4 Investigate and describe that magnets can attract magnetic materials and attract and repel other magnets.	**SE/TE:** uInvestigate Lab: What materials can a magnet move?, 109 Magnetism, 111 uBe a Scientist: Magnet Hunt, 111	Magnetic force is discussed in the following: Unit 5: Selections Read: from *Planet Earth* T32–T47
SC.4.P.9.1 Identify some familiar changes in materials that result in other materials with different characteristics, such as decaying animal or plant matter, burning, rusting, and cooking.	**SE/TE:** uInvestigate Lab: How can you tell whether matter changed?, 137 Matter Changes, 138 uBe a Scientist: Chemical Change, 139 Common Chemical Changes, 139-141	Unit 5: Selections Infographic: "The Surface of Earth" T18–T19 Read: from *Planet Earth* T32–T47 Infographic: The Trouble with Ocean Trash T266–T267 Read: *Trashing Paradise* and "Bye Bye Plastic Bags on Bali" T280–T299 Leveled Readers The Dirt on Soil (Informational Text) Instructional Content and Activities Cross-Curricular Perspectives: Science, T286 (Bali Environment and Trash)

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SC.4.P.10.1 Observe and describe some basic forms of energy, including light, heat, sound, electrical, and the energy of motion.	**SE/TE:** Energy and Particle Motion, 180 Light Energy, 181 Sound Energy, 182 uInvestigate Lab: How can you design and build a circuit?, 209 Storing Chemical Energy, 214	Unit 1: Selections Media: "Everyday Space Technology" T140–T141 (NASA develops glasses that block out blue and ultraviolet light) Unit 5: Selections Read Aloud: "Energy Recovery of Waste" T20–T21 Diagram: Pollutant Emissions T138–T139 Read: from *The Top 10 Ways You Can Reduce Waste* T152–T175 Leveled Readers Force and Energy (Informational Text)
SC.4.P.10.2 Investigate and describe that energy has the ability to cause motion or create change.	**SE/TE:** Energy in Motion, 161 Energy at Rest, 161 Quest Check-In: Energy, Speed, and Motion, 165 uEngineer It!: Toys on the Move, 166-167	Unit 1: Selections Media: "Everyday Space Technology" T140–T141 (NASA develops glasses that block out blue and ultraviolet light) Unit 5: Selections Read Aloud: "Energy Recovery of Waste" T20–T21 Diagram: Pollutant Emissions T138–T139 Read: from *The Top 10 Ways You Can Reduce Waste* T152–T175 Leveled Readers Force and Energy (Informational Text)
SC.4.P.10.3 Investigate and explain that sound is produced by vibrating objects and that pitch depends on how fast or slow the object vibrates.	**SE/TE:** Sound Energy, 182 Sound Waves, 183	Unit 3: Selections Infographic: Diverse Ways We Communicate T18–T19 Leveled Readers Moves and Grooves (Informational Text) Unit 4: Leveled Readers Striking a Chord (Narrative Nonfiction) – music

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SC.4.P.10.4 Describe how moving water and air are sources of energy and can be used to move things.	**SE/TE:** Literacy Connection: Use Text Features Energy of the Future, 207 uInvestigate Lab: How does a windmill capture wind energy, 227 Visual Literacy Is renewable energy all around?, 228-229 Hydropower, 230	Unit 5: Leveled Readers The Water Cycles (Expository Text and Procedure) How Weather Works (Expository Text) Instructional Content and Activities Cross-Curricular Perspectives: Science, T36 (Renewable and Nonrenewable 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.	**SE/TE:** Thermal Energy and Particle Motion, 180 Lesson 3 Check, 183	Unit 1: Leveled Readers Firefighting in the Sky (Realistic Fiction) Unit 2: Leveled Readers Wildfires (Informational Text) Unit 5: Selections Infographic: “The Surface of Earth” T18–T19 Media: Volcanic Activity T78–T79 Read: *Volcanoes* T92–T107 Leveled Readers Force and Energy (Informational Text) Instructional Content and Activities Cross-Curricular Perspectives: Science, T44, T95 (Volcanoes) Cross-Curricular Perspectives: Science, T154 (Nonrenewable Resources like Coal, Oil, and Natural Gas)
SC.4.P.12.1 Recognize that an object in motion always changes its position and may change its direction.	**SE/TE:** Motion and Energy, 164	Teachers can introduce this objective with the following: Unit 5: Selections Media: Volcanic Activity T78–T79 Read: *Volcanoes* T92–T107 Leveled Readers Force and Energy (Informational Text)

Florida Course Standards for Science, Grade 4	Elevate Science Florida Edition, Grade 4 ©2019	Florida myView Literacy ©2022
SC.4.P.12.2 Investigate and describe that the speed of an object is determined by the distance it travels in a unit of time and that objects can move at different speeds.	**SE/TE:** Motion and Energy, 164 Quest Check In: Energy, Speed, and Motion, 165 STEM Math Connection: Relative Distance, 185	Unit 1: Selections Media: "Everyday Space Technology" T140–T141 Unit 5: Selections Read Aloud: "Energy Recovery of Waste" T20–T21 Leveled Readers Force and Energy (Informational Text)
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.	This objective is addressed throughout. See the following, for example: **SE/TE:** Lesson 3 Check #2, 30 The Essential Question: How does what we see in the night sky change?, 37 uDemonstrate Lab: How does a starry sky change?, 40-41 Lesson 5 Check #2, 91 Topic 2 Assessment #3, 96 STEM uConnect Lab: How can objects be classified?, 106 uConnect Lab: How can you compare the energy of objects?, 156 Lesson 1 Check, #2, 214 Lesson 4 Check, #2, 242 Quest Check-In: Life Cycle of a Salamander, 275	Students are encouraged to ask and answer questions for each selection in myView Literacy. For examples see: Unit 1: Selections Map: Discover Extraordinary Iceland T18–T19 Infographic: "Cool Homes Around the World" T198–T!99 Unit 2: Selections Infographic: Why Animals Adapt T18–T19 Infographic: Part of a Habitat T210–T211 Unit 5: Selections Infographic: "The Surface of Earth" T18–T19 Diagram: Pollutant Emissions T138–T139

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LAFS.4.RI.2.4 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a *grade 4 topic or subject area*.	This objective is addressed throughout. See the following, for example: **SE/TE:** Visual Literacy Connection, 10-11 Topic 1 Assessment, #1, 36 Patterns in Mountains, 60 Topic 2 Assessment, #8, 97 States of Matter, 120 Topic 3 Assessment, #1, #2, #3, 146 Energy in Motion, 161 Topic 4 Assessment, #9, 197 Using Energy, 210 Life Cycle of an Insect, 271 Topic 6 Assessment, #1, 28	Preview Vocabulary and Develop Vocabulary for each selection encourages students to determine the meaning of words. For examples see: Unit 1: Selections Read: *Rare Treasure: Mary Anning and Her Remarkable Biography Discoveries* T94, T108 Unit 2: Selections Read: *Feathers: Not Just for Flying* T32, T52 Read: *The Weird and Wonderful Echidna and The Very Peculiar Platypus* T284, T303
LAFS.4.RI.4.10 By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.	**SE/TE:** Career Connection: Planetarium Curator, 35 Literacy Connections: Draw Conclusions, 47 Extreme Science: Powerful Plants, 93 Literacy Connection: Compare and Contrast, 107 Extreme Science: The Extreme Power of Water, 143 Career Connection: Vehicle Safety Engineer, 195 Career Connection: Electrical Engineer, 245 Literacy Connection: Use Evidence from Text, 307	myView Literacy provides many Leveled Readers to include in a science curriculum. For examples see: Unit 1: Leveled Readers Health and Home (Informational Text) Unit 2: Leveled Readers Jellyfish (Informational Text) Wildfires (Informational Text) Here Comes the Night (Expository Text) animals of the night Exploring Ecosystems (Informational Text) Unit 5: Leveled Readers Force and Energy (Informational Text) The Dirt on Soil (Informational Text)

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LAFS.4.SL.1.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade *4 topics and texts*, building on others' ideas and expressing their own clearly. a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. b. Follow agreed-upon rules for discussions and carry out assigned roles. c. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others. d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.	For supporting content, please see: **SE/TE:** STEM uConnect Lab: How can objects be classified?, 106 STEM uInvestigate Lab: How do we find oil?, 217 uConnect Lab: How far can a seed travel on its own?, 256 uInvestigate Lab: How can pollution affect an organism?, 277 uInvestigate Lab: Do mealworms prefer damp or dry places, 287 STEM Quest Check-In Lab: How can polar bears survive in Florida?, 316-317 **TE Only:** Focus on Mastery: Constructing Explanations, 49 Focus on Mastery: Planning and Carrying Out Investigations, 77, 169 Focus on Mastery: Explaining Observations, 115 Focus on Mastery: Asking Questions, 193, 243	Listening Comprehension & Respond and Analyze are examples of many opportunities in myView Literacy for discussion and sharing of ideas. For examples see: Unit 1: Selections Read Aloud: "Defying Gravity" T82–T83 Read Aloud: "Exploring Mars" T142–T143 Unit 2: Selections Read Aloud: "Snowy Owls" T20–T21 Read Aloud: "Moths in Hiding" T86–T87 Read Aloud: "Chameleon" T212–T213 Unit 5: Selections Read Aloud: "Energy Recovery of Waste" T20–T21 Read: from *The Top 10 Ways You Can Reduce Waste* T174–T175 Read Aloud: "The Footprints Across Earth's Back" T268–T269
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.	**TE Only:** Focus on Mastery: Asking Questions, 80 21s Century Skills: Doing Research Using the Internet, 83, 125, EM1	Unit 2: Instructional Content and Activities Compare Across Texts: Living Things Adjust to Different Habitats and Environments, T460–T461 Research Project: Informational Writing: Endangered Species, T462–T477 Unit 5: Instructional Content and Activities Compare Across Texts: Earth and Geographic Features, T456–T457 Research Project: Persuasive Writing: The Most Dangerous Type of Weather, T458–T473

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LAFS.4.W.3.9 Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply grade 4 Reading standards to literature (e.g., "Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character's thoughts, words, or actions]."). b. b. Apply grade 4 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text").	**SE/TE:** Literacy Connection: Draw Conclusion, 47 Literacy Toolbox: Draw Conclusions, 54 uInvestigate Lab: How can a rock wear away?, 77 Extreme Science: Powerful Plants, 93 Literacy Connection: Compare and Contrast, 107 Extreme Science: The Extreme Power of Water, 143 Literacy Connection: Cause and Effect, 157 STEM Math Connection, 233 Literacy Connection: Main Idea and Details, 257	Unit 1: Instructional Content and Activities Respond and Analyze, T48, T49, T108–T109 Unit 2: Instructional Content and Activities Respond and Analyze, T52–T53, T178–T179, T238–T239 Compare Across Texts: Living Things Adjust to Different Habitats and Environments, T460–T461 Unit 5: Instructional Content and Activities Respond and Analyze, T46–T47, T174–T175 Compare Across Texts: Earth and Geographic Features: T456–T457
MAFS.4.MD.1.1 Know relative sizes of measurement units within one system of units including km, m, cm; kg, g; lb, oz.; l, ml; hr, min, sec. Within a single system of measurement, express measurements in a larger unit in terms of a smaller unit. Record measurement equivalents in a two-column table. *For example, know that 1 ft is 12 times as long as 1 in. Express the length of a 4 ft snake as 48 in. Generate a conversion table for feet and inches listing the number pairs (1, 12), (2, 24), (3, 36), ...*	For supporting content please see: **SE/TE:** Mass, 128 Quest Connection, 133 Quest Check-In lab; How can we measure and compare objects, 134-135 STEM Math Connection: Relative Distance, 185	Unit 5: Selections Infographic: "The Surface of Earth" T18–T19 Diagram: Pollutant Emissions T138–T139 Instructional Content and Activities Cross-Curricular Perspectives: Science, T288 (Units of Measure)

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MAFS.4.MD.2.4 Make a line plot to display a data set of measurements in fractions of a unit (1/2, 1/4, 1/8). Solve problems involving addition and subtraction of fractions by using information presented in line plots. *For example, from a line plot find and interpret the difference in length between the longest and shortest specimens in an insect collection.*	For supporting content, please see: **SE/TE:** uInvestigate Lab: How can you classify minerals?, 67 **TE Only:** 21st Century Skills: Interpretation of Diagrams, 71 Focus on Mastery: Analyzing and Interpreting Data, 70, 217	Unit 5: Selections Infographic: "The Surface of Earth" T18–T19 Diagram: Pollutant Emissions T138–T139 Instructional Content and Activities Cross-Curricular Perspectives: Science: T288 (Units of Measure)
ELD.K12.ELL.SC.1 English language learners communicate information, ideas and concepts necessary for academic success in the content area of Science.	**SE/TE:** STEM Connection, 6 Patterns of Stars in the Sky, 16 What Do You Sense?, 112-113 Visual Literacy Connection, What Are Physical Changes of Water?, 122-123 Sound Waves, 183 Curriculum Connection, 186 Visual Literacy Connection: Where Do Fossil Fuels Come From?, 220-221 How Flowers Make Seeds, 262 Visual Literacy Connection: What Are Complete and Incomplete Metamorphosis?, 272-273	English Language Support is provided throughout all lessons in myView Literacy. For examples in the science themed selections see: Unit 1: Instructional Content and Activities Read: "Twins in Space"– ELL Targeted Support, T162, T165 Unit 2: Instructional Content and Activities Read: *Feathers: Not Just for Flying* – ELL Targeted Support, T42, T46 Read: *Animal Mimics* – ELL Targeted Support, T105, T112
ELD.K12.ELL.SI.1 English language learners communicate for social and instructional purposes within the school setting.	**SE/TE:** Local-to-Global Connection, 24 Curriculum Connection, 118 Volume, 132 Engineering Connection, 158 STEM Connection, 176 STEM Connection, 236 What Are Some Animal Instincts?, 289 Curriculum Connection, 308	English Language Support is provided throughout all lessons in myView Literacy. For examples in the science themed selections see: Unit 1: Instructional Content and Activities Read: "Twins in Space"– ELL Targeted Support, T162, T165 Unit 2: Instructional Content and Activities Read: *Feathers: Not Just for Flying* – ELL Targeted Support, T42, T46 Read: *Animal Mimics* – ELL Targeted Support, T105, T112

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HE.4.C.1.5 Identify the human body parts and organs that work together to form healthy body systems.	For supporting content, please see: Visual Literacy Connection, 112-113 Sports Connection, 318	Teachers can explore this concept with the following: Unit 1: Leveled Readers Health and Home (Informational Text)
MAFS.K12.MP.1.1 Make sense of problems and persevere in solving them.	**SE/TE:** STEM Math Connection: How long does it take to orbit?, 15 STEM Math Connection: Relative Distance, 185	The focus of *myView Literacy* is English Language Arts, therefore this skill lies outside the scope of the program.
MAFS.K12.MP.2.1 Reason abstractly and quantitatively.	**SE/TE:** STEM Math Connection: How long does it take to orbit?, 15 Quest Check-In: Washing Away Resources, 92 Quest Check-In: Identifying your Object, 142 STEM Math Connection: Relative Distance, 185 Quest Findings: STEM Energy Changes in Collisions, 194 Quest Check-In: Impact Inspections, 243 Quest Check-In: Life Cycle of a Salamander, 275	The focus of *myView Literacy* is English Language Arts, therefore this skill lies outside the scope of the program.
MAFS.K12.MP.3.1 Construct viable arguments and critique the reasoning of others.	**SE/TE:** STEM uInvestigate Lab: How do we find oil?, 217 uConnect Lab: How far can a seed travel on its own?, 256 uInvestigate Lab: How can pollution affect an organism?, 277 uInvestigate Lab: Do mealworms prefer damp or dry places, 287 STEM Quest Check-In Lab: How can polar bears survive in Florida?, 316-317 **TE Only:** Focus on Mastery: Constructing Explanations, 49 Focus on Mastery: Planning and Carrying Out Investigations, 77, 169 Focus on Mastery: Explaining Observations, 115 Focus on Mastery: Asking Questions, 243	The focus of *myView Literacy* is English Language Arts, therefore this skill lies outside the scope of the program.

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MAFS.K12.MP.4.1 Model with mathematics.	**SE/TE:** STEM Math Connection: How long does it take to orbit?, 15 Math Toolbox: Calculate, 26 uEngineer It! Design: Coding Moon Phases, 32-33 STEM Math Connection: Relative Distance, 185	The focus of *myView Literacy* is English Language Arts, therefore this skill lies outside the scope of the program.
MAFS.K12.MP.5.1 Use appropriate tools strategically.	This objective is addressed throughout. See the following, for example: **SE/TE:** uInvestigate Lab: How do tools help us?, 49 Connecting Concepts Toolbox: Patterns, 61 uBe a Scientist: Patterns, 72 uInvestigate Lab: What materials can a magnet move?, 109 uBe a Scientist: Magnet Hunt, 111 uBe a Scientist: Liquid, Solids, Gas, 124 uInvestigate Lab: How does mass compare?, 127 Quest Connection, 133 uInvestigate Lab: How do we find oil?, 217 STEM Quest Check-In Lab: How can you use a battery to produce motion?, 224-225	The focus of *myView Literacy* is English Language Arts, therefore this skill lies outside the scope of the program.
MAFS.K12.MP.6.1 Attend to precision.	**SE/TE:** uConnect Lab; How can rain affect land?, 46 uDemonstrate Lab: How can you identify minerals?, 100-101 uInvestigate Lab: How does freezing affect water?, 119 uInvestigate Lab: How can you tell whether matter changed?, 137 uInvestigate Lab: How does electric energy flow in circuits?, 187 STEM Quest Check-In Lab: How can the sun make a motor work?, 232	The focus of *myView Literacy* is English Language Arts, therefore this skill lies outside the scope of the program.

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MAFS.K12.MP.7.1 Look for and make use of structure.	**SE/TE:** uBe a Scientist: Construct a Cradle, 173 uConnect Lab; How far can a seed travel on its own?, 256 uInvestigate Lab: How so insects help plants reproduce?, 259 uBe a Scientist: Dissect a Flower, 262 uBe a Scientist: Build a Bird Feeder, 321 Visual Literacy Connection: It eats what?, 322-323	The focus of *myView Literacy* is English Language Arts, therefore this skill lies outside the scope of the program.
MAFS.K12.MP.8.1 Look for and express regularity in repeated reasoning.	**SE/TE:** Quest Check-In Lab: How do stars make patterns?, 22-23 uInvestigate Lab: Why does the moon change shape?, 25 uInvestigate Labs: How do tools help us?, 49 uInvestigate Lab: How are resources used?, 87 uInvestigate Lab: How does mass compare?, 127 uInvestigate Lab: Why is oil cleanup so hard?, 237 uEngineer It! Design: Here's the Buzz, 246-246 uInvestigate lab: How can you see seasonal patterns in birds?, 309	The focus of *myView Literacy* is English Language Arts, therefore this skill lies outside the scope of the program.