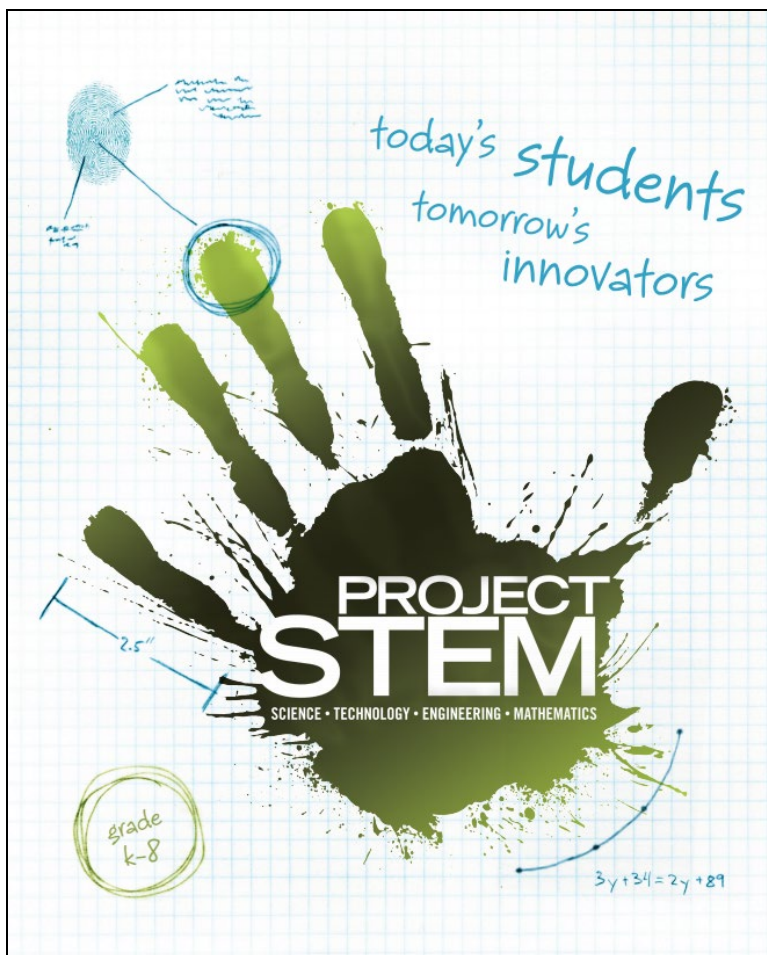


A Correlation of  
**Project STEM**  
**Grades 3-5**



To the  
**Florida Science Standards**  
**Grade 4**

**A Correlation of Project STEM: Grades 3-5  
To the  
Florida Science Standards for Grade 4**

<b>Florida Science Standards Grade 4</b>	<b>Project STEM Grades 3-5</b>
SC.4.E.5.5 Investigate and report the effects of space research and exploration on the economy and culture of Florida.	For supporting content, please see: <b>SE/TE:</b> Building a Spirometer, 1S-15S
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.	For supporting content, please see: <b>SE/TE:</b> Building a Super Sneaker, 1S-14S
SC.4.E.6.3 Recognize that humans need resources found on Earth and that these are either renewable or nonrenewable.	<b>SE/TE:</b> Designing a Greener Cleaner, 1G-18G
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).	<b>SE/TE:</b> Building for Erosion, 1E-14E Control
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.	<b>SE/TE:</b> Building for Erosion, 1E-14E Control Designing a Greener Cleaner, 1G-18G Building a Super Sneaker, 1S-14S Designing Bird Feeders, 1B-17B Building a Spirometer, 1S-15S
SC.4.E.6.6 Identify resources available in Florida (water, phosphate, oil, limestone, silicon, wind, and solar energy).	For supporting content, please see: <b>SE/TE:</b> Designing a Greener Cleaner, 1G-18G
SC.4.L.16.2 Explain that although characteristics of plants and animals are inherited, some characteristics can be affected by the environment.	For supporting content, please see: <b>SE/TE:</b> Designing Bird Feeders, 1B-17B
SC.4.L.16.3 Recognize that animal behaviors may be shaped by heredity and learning.	<b>SE/TE:</b> Designing Bird Feeders, 1B-17B
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.	<b>SE/TE:</b> Designing Bird Feeders, 1B-17B Building a Spirometer, 1S-15S
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.	<b>SE/TE:</b> Designing Bird Feeders, 1B-17B
SC.4.L.17.4 Recognize ways plants and animals, including humans, can impact the environment.	<b>SE/TE:</b> Designing a Greener Cleaner, 1G-18G Designing Bird Feeders, 1B-17B

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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.	<b>SE/TE:</b> Building for Erosion, 1E-14E Control Designing a Greener Cleaner, 1G-18G Building a Super Sneaker, 1S-14S Designing Bridges, 1B-18B Designing Bird Feeders, 1B-17B Building a Spirometer, 1S-15S
SC.4.N.1.2 Compare the observations made by different groups using multiple tools and seek reasons to explain the differences across groups.	<b>SE/TE:</b> Building for Erosion, 1E-14E Control Designing a Greener Cleaner, 1G-18G Building a Super Sneaker, 1S-14S Designing Bridges, 1B-18B Designing Bird Feeders, 1B-17B Building a Spirometer, 1S-15S
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.	For supporting content, please see: <b>SE/TE:</b> Building for Erosion, 1E-14E Control Designing a Greener Cleaner, 1G-18G Building a Super Sneaker, 1S-14S Designing Bridges, 1B-18B Designing Bird Feeders, 1B-17B Building a Spirometer, 1S-15S
SC.4.N.1.4 Attempt reasonable answers to scientific questions and cite evidence in support.	<b>SE/TE:</b> Building for Erosion, 1E-14E Control Designing a Greener Cleaner, 1G-18G Building a Super Sneaker, 1S-14S Designing Bridges, 1B-18B Designing Bird Feeders, 1B-17B Building a Spirometer, 1S-15S
SC.4.N.1.5 Compare the methods and results of investigations done by other classmates.	<b>SE/TE:</b> Building for Erosion, 1E-14E Control Designing a Greener Cleaner, 1G-18G Building a Super Sneaker, 1S-14S Designing Bridges, 1B-18B Designing Bird Feeders, 1B-17B Building a Spirometer, 1S-15S
SC.4.N.1.6 Keep records that describe observations made, carefully distinguishing actual observations from ideas and inferences about the observations.	<b>SE/TE:</b> Building for Erosion, 1E-14E Control Designing a Greener Cleaner, 1G-18G Building a Super Sneaker, 1S-14S Designing Bridges, 1B-18B Designing Bird Feeders, 1B-17B Building a Spirometer, 1S-15S

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<b>Florida Science Standards Grade 4</b>	<b>Project STEM Grades 3-5</b>
SC.4.N.1.7 Recognize and explain that scientists base their explanations on evidence.	<b>SE/TE:</b> Building for Erosion, 1E-14E Control Designing a Greener Cleaner, 1G-18G Building a Super Sneaker, 1S-14S Designing Bridges, 1B-18B Designing Bird Feeders, 1B-17B Building a Spirometer, 1S-15S
SC.4.N.1.8 Recognize that science involves creativity in designing experiments.	<b>SE/TE:</b> Building for Erosion, 1E-14E Control Designing a Greener Cleaner, 1G-18G Building a Super Sneaker, 1S-14S Designing Bridges, 1B-18B Designing Bird Feeders, 1B-17B Building a Spirometer, 1S-15S
SC.4.N.2.1 Explain that science focuses solely on the natural world.	<b>SE/TE:</b> Building for Erosion, 1E-14E Control Designing a Greener Cleaner, 1G-18G Building a Super Sneaker, 1S-14S Designing Bridges, 1B-18B Designing Bird Feeders, 1B-17B Building a Spirometer, 1S-15S
SC.4.N.3.1 Explain that models can be three dimensional, two dimensional, an explanation in your mind, or a computer model.	<b>SE/TE:</b> Building for Erosion, 1E-14E Control Designing a Greener Cleaner, 1G-18G Building a Super Sneaker, 1S-14S Designing Bridges, 1B-18B Designing Bird Feeders, 1B-17B
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.	<b>SE/TE:</b> Building for Erosion, 1E-14E Control Building a Super Sneaker, 1S-14S
SC.4.P.8.2 Identify properties and common uses of water in each of its states.	<b>SE/TE:</b> Building for Erosion, 1E-14E Control Designing a Greener Cleaner, 1G-18G
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.	<b>SE/TE:</b> Building a Super Sneaker, 1S-14S
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.	<b>SE/TE:</b> Designing a Greener Cleaner, 1G-18G Building a Super Sneaker, 1S-14S

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<b>Florida Science Standards Grade 4</b>	<b>Project STEM Grades 3-5</b>
SC.4.P.10.1 Observe and describe some basic forms of energy, including light, heat, sound, electrical, and the energy of motion.	<b>SE/TE:</b> Designing a Greener Cleaner, 1G-18G Designing Bridges, 1B-18B Designing Bird Feeders, 1B-17B
SC.4.P.10.2 Investigate and describe that energy has the ability to cause motion or create change.	<b>SE/TE:</b> Building for Erosion, 1E-14E Control Designing a Greener Cleaner, 1G-18G Designing Bridges, 1B-18B Designing Bird Feeders, 1B-17B
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.	For supporting content, please see: <b>SE/TE:</b> Designing Bird Feeders, 1B-17B
SC.4.P.10.4 Describe how moving water and air are sources of energy and can be used to move things.	<b>SE/TE:</b> Building for Erosion, 1E-14E Control Designing a Greener Cleaner, 1G-18G
SC.4.P.12.1 Recognize that an object in motion always changes its position and may change its direction.	<b>SE/TE:</b> Designing Bridges, 1B-18B
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.	For supporting content, please see: <b>SE/TE:</b> Designing Bridges, 1B-18B

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