

<b>Broward County Hands-On Science Grade 1 Benchmark Correlation Chart—Quarter 1</b>		
<b>Benchmark</b>	<b>Harcourt 2000 Correlation</b>	<b>Delta Science Reader Correlation</b>
<b>Activity 1: What Are Properties?</b>		
<b>SC.A.1.1.1:</b> <i>The student knows that objects can be described, classified, and compared by their composition (e.g., wood or metal) and their physical properties (e.g., color, size, and shape).</i>	Unit E, Chapter 1, Lesson 1, pp. E4–E7	<i>Properties</i> , pp. 3, 7
<b>SC.H.1.1.1:</b> <i>The student knows that in order to learn, it is important to observe the same things often and compare them.</i>	pp. 10–15	
<b>SC.H.1.1.3:</b> <i>The student knows that in doing science, it is often helpful to work with a team and to share findings with others.</i>	pp. 10–15	
<b>SC.H.1.1.5:</b> <i>The student uses the senses, tools, and instruments to obtain information from his or her surroundings.</i>	pp. 10–15 Unit A, Chapter 1, Lesson 1, pp. A4–A9	
<b>Activity 2: Describing Properties</b>		
<b>SC.A.1.1.1:</b> <i>The student knows that objects can be described, classified, and compared by their composition (e.g., wood or metal) and their physical properties (e.g., color, size, and shape).</i>	Unit E, Chapter 1, Lesson 1, pp. E4–E7	<i>Properties</i> , pp. 3–4
<b>SC.H.1.1.1:</b> <i>The student knows that in order to learn, it is important to observe the same things often and compare them.</i>	pp. 10–15	

<b>Broward County Hands-On Science Grade 1 Benchmark Correlation Chart—Quarter 1</b>		
Benchmark	Harcourt 2000 Correlation	Delta Science Reader Correlation
<b>Activity 2: Describing Properties (continued)</b>		
SC.H.1.1.3: <i>The student knows that in doing science, it is often helpful to work with a team and to share findings with others.</i>	pp. 10–15	
SC.H.1.1.5: <i>The student uses the senses, tools, and instruments to obtain information from his or her surroundings.</i>	pp. 10–15 Unit A, Chapter 1, Lesson 1, pp. A4–A9	
<b>Activity 3: Size and Color</b>		
<b>SC.A.1.1.1:</b> <i>The student knows that objects can be described, classified, and compared by their composition (e.g., wood or metal) and their physical properties (e.g., color, size, and shape).</i>	Unit E, Chapter 1, Lesson 1, pp. E4–E7	<i>Properties, pp. 3–4, 7</i>
SC.H.1.1.1: <i>The student knows that in order to learn, it is important to observe the same things often and compare them.</i>	pp. 10–15	
SC.H.1.1.3: <i>The student knows that in doing science, it is often helpful to work with a team and to share findings with others.</i>	pp. 10–15	
SC.H.1.1.5: <i>The student uses the senses, tools, and instruments to obtain information from his or her surroundings.</i>	pp. 10–15 Unit A, Chapter 1, Lesson 1, pp. A4–A9	

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<b>Activity 4: Mass</b>		
<b>SC.A.1.1.1:</b> <i>The student knows that objects can be described, classified, and compared by their composition (e.g., wood or metal) and their physical properties (e.g., color, size, and shape).</i>	Unit E, Chapter 1, Lesson 1, pp. E4–E7	<i>Properties, p. 6</i>
<b>SC.H.1.1.1:</b> <i>The student knows that in order to learn, it is important to observe the same things often and compare them.</i>	pp. 10–15	
<b>SC.H.1.1.2:</b> <i>The student knows that when tests are repeated under the same conditions, similar results are usually obtained.</i>	pp. 10–15	
<b>SC.H.1.1.3:</b> <i>The student knows that in doing science, it is often helpful to work with a team and to share findings with others.</i>	pp. 10–15	
<b>SC.H.1.1.5:</b> <i>The student uses the senses, tools, and instruments to obtain information from his or her surroundings.</i>	pp. 10–15 Unit A, Chapter 1, Lesson 1, pp. A4–A9	
<b>SC.H.3.1.1:</b> <i>The student knows that scientists and technologists use a variety of tools (e.g., thermometers, magnifiers, rulers, and scales) to obtain information in more detail and to make work easier.</i>	pp. 10–15	

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<b>Activity 5: Magnetism</b>		
<b>SC.A.1.1.1:</b> <i>The student knows that objects can be described, classified, and compared by their composition (e.g., wood or metal) and their physical properties (e.g., color, size, and shape).</i>	Unit E, Chapter 1, Lesson 1, pp. E4–E7	<i>Properties</i> , p. 8
<b>SC.H.1.1.1:</b> <i>The student knows that in order to learn, it is important to observe the same things often and compare them.</i>	pp. 10–15	
<b>SC.H.1.1.2:</b> <i>The student knows that when tests are repeated under the same conditions, similar results are usually obtained.</i>	pp. 10–15	
<b>SC.H.1.1.3:</b> <i>The student knows that in doing science, it is often helpful to work with a team and to share findings with others.</i>	pp. 10–15	
<b>SC.H.1.1.5:</b> <i>The student uses the senses, tools, and instruments to obtain information from his or her surroundings.</i>	pp. 10–15 Unit A, Chapter 1, Lesson 1, pp. A4–A9	
<b>Activities 6 &amp; 7: Properties of Solids (Sessions I and II)</b>		
<b>SC.A.1.1.2:</b> <i>The student recognizes that the same material can exist in different states.</i>	Unit E, Chapter 1, Lesson 1, pp. E4–E7	<i>Properties</i> , pp. 5–8, 15
<b>SC.A.2.1.1:</b> <i>The student recognizes that many things are made of smaller pieces, different amounts, and various shapes.</i>	Unit E, Chapter 1, Lesson 6, pp. E24–E26	

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<b>Activities 6 &amp; 7: Properties of Solids (Sessions I and II) (continued)</b>		
SC.H.1.1.1: <i>The student knows that in order to learn, it is important to observe the same things often and compare them.</i>	pp. 10–15	
SC.H.1.1.3: <i>The student knows that in doing science, it is often helpful to work with a team and to share findings with others.</i>	pp. 10–15	
SC.H.1.1.5: <i>The student uses the senses, tools, and instruments to obtain information from his or her surroundings.</i>	pp. 10–15 Unit A, Chapter 1, Lesson 1, pp. A4–A9	
<b>Activity 8: Properties of Liquids</b>		
<b>SC.A.1.1.2:</b> <i>The student recognizes that the same material can exist in different states.</i>	Unit E, Chapter 1, Lesson 2, pp. E8–E11	<i>Properties</i> , pp. 9–11, 15
<b>SC.A.2.1.1:</b> <i>The student recognizes that many things are made of smaller pieces, different amounts, and various shapes.</i>		
SC.H.1.1.1: <i>The student knows that in order to learn, it is important to observe the same things often and compare them.</i>	pp. 10–15	
SC.H.1.1.3: <i>The student knows that in doing science, it is often helpful to work with a team and to share findings with others.</i>	pp. 10–15	

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<b>Activity 8: Properties of Liquids (continued)</b>		
SC.H.1.1.5: <i>The student uses the senses, tools, and instruments to obtain information from his or her surroundings.</i>	pp. 10–15 Unit A, Chapter 1, Lesson 1, pp. A4–A9	
<b>Activity 9: Properties of Gases</b>		
SC.A.1.1.2: <i>The student recognizes that the same material can exist in different states.</i>	Unit E, Chapter 1, Lesson 4, pp. E16–E19	Properties, pp. 12–13, 15
SC.A.2.1.1: <i>The student recognizes that many things are made of smaller pieces, different amounts, and various shapes.</i>		
SC.H.1.1.1: <i>The student knows that in order to learn, it is important to observe the same things often and compare them.</i>	pp. 10–15	
SC.H.1.1.3: <i>The student knows that in doing science, it is often helpful to work with a team and to share findings with others.</i>	pp. 10–15	
SC.H.1.1.5: <i>The student uses the senses, tools, and instruments to obtain information from his or her surroundings.</i>	pp. 10–15 Unit A, Chapter 1, Lesson 1, pp. A4–A9	

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<b>Activity 10: Using a Ruler</b>		
<i>SC.A.1.1.1: The student knows that objects can be described, classified, and compared by their composition (e.g., wood or metal) and their physical properties (e.g., color, size, and shape).</i>		
<i>SC.H.1.1.3: The student knows that in doing science, it is often helpful to work with a team and to share findings with others.</i>	pp. 10–15	
<i>SC.H.1.1.5: The student uses the senses, tools, and instruments to obtain information from his or her surroundings.</i>	pp. 10–15 Unit A, Chapter 1, Lesson 1, pp. A4–A9	
<i>SC.H.3.1.1: The student knows that scientists and technologists use a variety of tools (e.g., thermometers, magnifiers, rulers, and scales) to obtain information in more detail and to make work easier.</i>	pp. 10–15	

