

<b>Broward County Hands-On Science Grade 1 Benchmark Correlation Chart—Quarter 2</b>		
<b>Benchmark</b>	<b>Harcourt 2000 Correlation</b>	<b>Delta Science Reader Correlation</b>
<b>Activity 11: Build a Bug</b>		
<b>SC.F.1.1.5:</b> <i>The student compares and describes the structural characteristics of plants and animals.</i>	Unit A, Chapter 3, Lesson 3, pp. A54–A57	
<b>SC.F.2.1.2:</b> <i>The student knows that there are many different kinds of living things that live in a variety of environments.</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>Activity 12: Insect Vision</b>		
<b>SC.F.1.1.4:</b> <i>The student understands that structures of living things are adapted to their function in specific environments.</i>		
<b>SC.F.1.1.5:</b> <i>The student compares and describes the structural characteristics of plants and animals.</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	

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<b>Activity 13: Insects in Hiding</b>		
<b>SC.F.1.1.4:</b> <i>The student understands that structures of living things are adapted to their function in specific environments.</i>	Unit A, Chapter 3, Lesson 5, pp. A68–A69	
<b>SC.F.2.1.2:</b> <i>The student knows that there are many different kinds of living things that live in a variety of environments.</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.1.1.5:</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 14: Observing Plants and Animals</b>		
<b>SC.F.1.1.5:</b> <i>The student compares and describes the structural characteristics of plants and animals.</i>	Unit A, Chapter 2, Lesson 1, pp. A22–A27	
<b>SC.F.2.1.2:</b> <i>The student knows that there are many different kinds of living things that live in a variety of environments.</i>		
<b>SC.G.1.1.4:</b> <i>The student knows that animals and plants can be associated with their environment by an examination of their structural characteristics.</i>	Unit A, Chapter 2, Lesson 1, pp. A22–A27	
<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	

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<b>Benchmark</b>	<b>Harcourt 2000 Correlation</b>	<b>Delta Science Reader Correlation</b>
<b>Activity 14: Observing Plants and Animals (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	
SC.H.3.1.1: <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	
<b>Activities 15 &amp; 16: Roots Anchor and Absorb (Sessions I and II)</b>		
SC.F.1.1.4: <i>The student understands that structures of living things are adapted to their function in specific environments.</i>	Unit A, Chapter 2, Lesson 1, pp. A22–A27	
SC.F.1.1.5: <i>The student compares and describes the structural characteristics of plants and animals.</i>	Unit A, Chapter 2, Lesson 1, pp. A22–A27	
SC.G.2.1.1: <i>The student knows that if living things do not get food, water, shelter, and space, they will die.</i>	Unit A, Chapter 2, Lesson 3, pp. A32–A35	
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.1.1.5: <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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Benchmark	Harcourt 2000 Correlation	Delta Science Reader Correlation
<b>Activities 15 &amp; 16: Roots Anchor and Absorb (Sessions I and II) (continued)</b>		
SC.H.3.1.1: <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	
<b>Activity 17: What Is a Stem For?</b>		
<b>SC.F.1.1.4:</b> <i>The student understands that structures of living things are adapted to their function in specific environments.</i>	Unit A, Chapter 2, Lesson 1, pp. A22–A27	
<b>SC.F.1.1.5:</b> <i>The student compares and describes the structural characteristics of plants and animals.</i>	Unit A, Chapter 2, Lesson 1, pp. A22–A27	
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.1.1.5: <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 18: Looking at Leaves</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>		<i>Properties, pp. 2–13</i>
<b>SC.F.1.1.4:</b> <i>The student understands that structures of living things are adapted to their function in specific environments.</i>	Unit A, Chapter 2, Lesson 1, pp. A22–A27	

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Benchmark	Harcourt 2000 Correlation	Delta Science Reader Correlation
<b>Activity 18: Looking at Leaves (continued)</b>		
<b>SC.F.1.1.5:</b> <i>The student compares and describes the structural characteristics of plants and animals.</i>	Unit A, Chapter 2, Lesson 1, pp. A22–A27	
<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>Activities 19 &amp; 20: What Do Plants Need? (Sessions I and II)*</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 A, Chapter 2, Lesson 3, pp. A32–A35	<i>Properties, pp. 2–13</i>
<b>SC.B.1.1.1:</b> <i>The student knows that the Sun supplies heat and light energy to Earth.</i>		
<b>SC.F.1.1.1:</b> <i>The student knows the basic needs of all living things.</i>	Unit A, Chapter 2, Lesson 3, pp. A32–A35	
<b>SC.F.1.1.4:</b> <i>The student understands that structures of living things are adapted to their function in specific environments.</i>	Unit A, Chapter 2, Lesson 1, pp. A22–A27	

\* indicates Scientific Method Experiment

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Benchmark	Harcourt 2000 Correlation	Delta Science Reader Correlation
<b>Activities 19 &amp; 20: What Do Plants Need? (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.1.1.4: <i>The student knows that people use scientific processes including hypothesis, making inferences, and recording and communicating when exploring the natural world.</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	