

Broward County Hands-On Science Grade 1 Benchmark Correlation Chart—Quarter 3		
Benchmark	Harcourt 2000 Correlation	Delta Science Reader Correlation
Activity 21: How Things Move		
SC.C.1.1.1: <i>The student understands that different things move at different speeds.</i>	Unit F, Chapter 1, Lesson 2, pp. F8–F11	
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	
Activity 22: Why Things Move		
SC.B.2.1.1: <i>The student recognizes systems of matter and energy.</i>		
SC.C.1.1.2: <i>The student knows that there is a relationship between force and motion.</i>	Unit F, Chapter 1, Lesson 1, pp. F4–F7 Unit F, Chapter 1, Lesson 2, pp. F8–F11 Unit F, Chapter 1, Lesson 3, pp. F12–F17	
SC.C.2.1.1: <i>The student knows that one way to change how something is moving is to give it a push or a pull.</i>	Unit F, Chapter 1, Lesson 1, pp. F4–F7	
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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Benchmark	Harcourt 2000 Correlation	Delta Science Reader Correlation
Activity 23: Changing Direction		
SC.B.2.1.1: <i>The student recognizes systems of matter and energy.</i>		
SC.C.1.1.2: <i>The student knows that there is a relationship between force and motion.</i>	Unit F, Chapter 1, Lesson 1, pp. F4–F7 Unit F, Chapter 1, Lesson 2, pp. F8–F11 Unit F, Chapter 1, Lesson 3, pp. F12–F17	
SC.C.2.1.1: <i>The student knows that one way to change how something is moving is to give it a push or a pull.</i>	Unit F, Chapter 1, Lesson 1, pp. F4–F7 Unit F, Chapter 1, Lesson 3, pp. F12–F17	
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	
Activity 24: Friction		
SC.C.1.1.1: <i>The student understands that different things move at different speeds.</i>	Unit F, Chapter 1, Lesson 2, pp. F8–F11 Unit F, Chapter 1, Lesson 4, pp. F18–F21	
SC.C.1.1.2: <i>The student knows that there is a relationship between force and motion.</i>	Unit F, Chapter 1, Lesson 4, pp. F18–F21	
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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Activity 25: Magnets Push and Pull		
SC.B.2.1.1: <i>The student recognizes systems of matter and energy.</i>		
SC.C.1.1.2: <i>The student knows that there is a relationship between force and motion.</i>	Unit F, Chapter 1, Lesson 4, pp. F18–F21	<i>Properties</i> , p. 8
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.1.1.2: <i>The student knows that when tests are repeated under the same conditions, similar results are usually obtained.</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.2.1.1: <i>The student knows that most natural events occur in patterns.</i>		
Activity 26: Magnetic Force		
SC.B.2.1.1: <i>The student recognizes systems of matter and energy.</i>		
SC.C.1.1.2: <i>The student knows that there is a relationship between force and motion.</i>	Unit F, Chapter 1, Lesson 4, pp. F18–F21	

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Benchmark	Harcourt 2000 Correlation	Delta Science Reader Correlation
Activity 26: Magnetic Force (continued)		
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.1.1.2: <i>The student knows that when tests are repeated under the same conditions, similar results are usually obtained.</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 data when exploring the natural world.</i>	pp. 10–15	
SC.H.2.1.1: <i>The student knows that most natural events occur in patterns.</i>		
Activities 27 & 28: How Do Sounds Vary? (Sessions I and II)		
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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Benchmark	Harcourt 2000 Correlation	Delta Science Reader Correlation
Activities 27 & 28: How Do Sounds Vary? (Sessions I and II) (continued)		
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	
Activity 29: Good Vibrations		
SC.B.2.1.1: <i>The student recognizes systems of matter and energy.</i>		
SC.C.1.1.2: <i>The student knows that there is a relationship between force and motion.</i>		
SC.C.2.1.2: <i>The student knows that sound is caused by vibrations (pushing and pulling) to cause waves.</i>		
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	

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Benchmark	Harcourt 2000 Correlation	Delta Science Reader Correlation
Activity 29: Good Vibrations (continued)		
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	
Activity 30: Loud or Soft?		
SC.B.2.1.1: <i>The student recognizes systems of matter and energy.</i>		
SC.C.1.1.2: <i>The student knows that there is a relationship between force and motion.</i>	Unit F, Chapter 1, Lesson 3, pp. F12–F17	
SC.C.2.1.2: <i>The student knows that sound is caused by vibrations (pushing and pulling) to cause waves.</i>		
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	