

| Broward County Hands-On Science Grade 5 Benchmark Correlation Chart—Quarter 4 | | |
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| Benchmark | Harcourt 2000 Correlation | Delta Science Reader Correlation |
| Activities 31 & 32: Trash in Your Class (Sessions I and II) | | |
| SC.D.2.2.1: <i>The student knows that reusing, recycling, and reducing the use of natural resources improve and protect the quality of life.</i> | Unit B, Chapter 4, Lesson 3, pp. B102–B107 | |
| SC.H.1.2.2: <i>The student knows that a successful method to explore the natural world is to observe and record, and then analyze and communicate the results.</i> | pp. x–xv | |
| SC.H.1.2.3: <i>The student knows that to work collaboratively, all team members should be free to reach, explain, and justify their own individual conclusions.</i> | pp. x–xv | |
| SC.H.1.2.4: <i>The student knows that to compare and contrast observations and results is an essential skill in science.</i> | pp. x–xv | |
| SC.H.3.2.2: <i>The student knows that data are collected and interpreted in order to explain an event or concept.</i> | pp. x–xv | |
| SC.H.3.2.4: <i>The student knows that through the use of science processes and knowledge, people can solve problems, make decisions, and form new ideas.</i> | pp. x–xv | |
| Activity 33: Recycling Paper | | |
| SC.D.2.2.1: <i>The student knows that reusing, recycling, and reducing the use of natural resources improve and protect the quality of life.</i> | Unit B, Chapter 4, Lesson 3, pp. B102–B107 | |
| SC.H.3.2.4: <i>The student knows that through the use of science processes and knowledge, people can solve problems, make decisions, and form new ideas.</i> | pp. x–xv | |

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| Benchmark | Harcourt 2000 Correlation | Delta Science Reader Correlation |
| Activities 34 & 35: What Do Plants Need? (Sessions I and II) | | |
| SC.F.1.2.3: <i>The student knows that living things are different but share similar structures.</i> | Unit A, Chapter 1, Lesson 1, pp. A4–A13 | <i>Plants in Our World</i> , pp. 9–20 |
| SC.H.1.2.1: <i>The student knows that it is important to keep accurate records and descriptions to provide information and clues on causes of discrepancies in repeated experiments.</i> | pp. x–xv | |
| SC.H.1.2.2: <i>The student knows that a successful method to explore the natural world is to observe and record, and then analyze and communicate the results.</i> | pp. x–xv | |
| SC.H.1.2.3: <i>The student knows that to work collaboratively, all team members should be free to reach, explain, and justify their own individual conclusions.</i> | pp. x–xv | |
| SC.H.1.2.4: <i>The student knows that to compare and contrast observations and results is an essential skill in science.</i> | pp. x–xv | |
| SC.H.2.2.1: <i>The student knows that natural events are often predictable and logical.</i> | pp. x–xv | |
| SC.H.3.2.2: <i>The student knows that data are collected and interpreted in order to explain an event or concept.</i> | pp. x–xv | |

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| Benchmark | Harcourt 2000 Correlation | Delta Science Reader Correlation |
| Activities 36 & 37: Stems: Structure and Function (Sessions I and II) | | |
| SC.F.1.2.4: <i>The student knows that similar cells form different kinds of structures.</i> | Unit A, Chapter 1, Lesson 1, pp. A4–A13 Unit A, Chapter 3, Lesson 1, pp. A64–A71 | |
| SC.H.1.2.1: <i>The student knows that it is important to keep accurate records and descriptions to provide information and clues on causes of discrepancies in repeated experiments.</i> | pp. x–xv | |
| SC.H.1.2.2: <i>The student knows that a successful method to explore the natural world is to observe and record, and then analyze and communicate the results.</i> | pp. x–xv | |
| SC.H.1.2.3: <i>The student knows that to work collaboratively, all team members should be free to reach, explain, and justify their own individual conclusions.</i> | pp. x–xv | |
| SC.H.1.2.4: <i>The student knows that to compare and contrast observations and results is an essential skill in science.</i> | pp. x–xv | |
| SC.H.3.2.2: <i>The student knows that data are collected and interpreted in order to explain an event or concept.</i> | pp. x–xv | |

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| Benchmark | Harcourt 2000 Correlation | Delta Science Reader Correlation |
| Activities 38 & 39: Stomata and Transpiration (Sessions I and II) | | |
| SC.F.1.2.3: <i>The student knows that living things are different but share similar structures.</i> | Unit A, Chapter 1, Lesson 1, pp. A4–A13 | <i>Plants in Our World</i> , pp. 9–20 |
| SC.F.1.2.4: <i>The student knows that similar cells form different kinds of structures.</i> | Unit A, Chapter 1, Lesson 1, pp. A4–A13 Unit A, Chapter 4, Lesson 1, pp. A94–A101 | |
| SC.H.1.2.1: <i>The student knows that it is important to keep accurate records and descriptions to provide information and clues on causes of discrepancies in repeated experiments.</i> | pp. x–xv | |
| SC.H.1.2.2: <i>The student knows that a successful method to explore the natural world is to observe and record, and then analyze and communicate the results.</i> | pp. x–xv | |
| SC.H.1.2.3: <i>The student knows that to work collaboratively, all team members should be free to reach, explain, and justify their own individual conclusions.</i> | pp. x–xv | |
| SC.H.1.2.4: <i>The student knows that to compare and contrast observations and results is an essential skill in science.</i> | pp. x–xv | |
| SC.H.3.2.2: <i>The student knows that data are collected and interpreted in order to explain an event or concept.</i> | pp. x–xv | |