

**2016-2017 STATE OF FLORIDA INSTRUCTIONAL MATERIALS ADOPTION  
STANDARDS ALIGNMENT  
COURSE STANDARDS/BENCHMARKS (Form IM7)**

**BID ID:** 3245  
**SUBMISSION TITLE:** National Geographic Science Florida Edition, Grade 1  
**GRADE LEVEL:** 1  
**COURSE TITLE:** Science, Grade 1  
**COURSE CODE:** 5020020  
**ISBN:** 9781337856959  
**PUBLISHER:** Cengage Learning  
**PUBLISHER ID:** 59-2124491

| <b>BENCHMARK CODE</b> | <b>BENCHMARK</b>   | <b>LESSONS WHERE STANDARD/BENCHMARK IS DIRECTLY ADDRESSED IN MAJOR TOOL (MOST IN-DEPTH COVERAGE LISTED FIRST)</b><br>(Include the student edition and teacher edition with the page numbers of lesson, a link to lesson, or other identifier for easy lookup by reviewers.) |
|-----------------------|--|---|
| SC.1.E.5.1:           | Observe and discuss that there are more stars in the sky than anyone can easily count and that they are not scattered evenly in the sky.                 | <b>Sun and Stars:</b><br><i>Big Ideas Book</i> 6–11, 24<br><i>Science Inquiry Book</i> 4, 7–8   |
| SC.1.E.5.2:           | Explore the Law of Gravity by demonstrating that Earth's gravity pulls any object on or near Earth toward it even though nothing is touching the object. | <b>Pushes/Pulls:</b><br><i>Big Ideas Book</i> 22<br><i>Teacher's Edition</i> T22–T23.   |
| SC.1.E.5.3:           | Investigate how magnifiers make things appear bigger and help people see things they could not see without them.   | <b>Properties:</b><br><i>Science Inquiry Book</i> 29, 31<br><i>Teacher's Edition</i> T29k–T29n  |
| SC.1.E.5.4:           | Identify the beneficial and harmful properties of the Sun.   | <b>Land and Water:</b><br><i>Big Ideas Book</i> 4–5   |
| SC.1.E.6.1:           | Recognize that water, rocks, soil, and living organisms are found on Earth's surface.  | <b>Land and Water:</b><br><i>Big Ideas Book</i> 4–5, 7, 8, 10, 12–13, 14–15, 17–19, 20–21, 22–23, 40  |
| SC.1.E.6.2:           | Describe the need for water and how to be safe around water.   | <b>Land and Water:</b><br><i>Big Ideas Book</i> 17, 19, 21, 23, 24–25, 26–27, 40  |
| SC.1.E.6.3:           | Recognize that some things in the world around us happen fast and some happen slowly.  | <b>Land and Water:</b><br><i>Big Ideas Book</i> 29, 30–33, 34–37, 40  |
| SC.1.L.14.1:          | Make observations of living things and their environment using the five senses.  | <b>Living Things:</b><br><i>Big Ideas Book</i> 4–5  |
| SC.1.L.14.2:          | Identify the major parts of plants, including stem, roots, leaves, and flowers.  | <b>Living Things:</b><br><i>Big Ideas Book</i> 18–21  |
| SC.1.L.14.3:          | Differentiate between living and nonliving things.   | <b>Living Things:</b>   |
| SC.1.L.16.1:          | Make observations that plants and animals closely resemble their parents, but variations exist among individuals within a population.                    | <b>Plants and Animals:</b><br><i>Big Ideas Book</i> 4–5, 14–15, 16–17, 20–21, 22–23, 24–25, 26–27, 28–29<br><i>Science Inquiry Book</i> 5, 6–9  |

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| SC.1.L.17.1:          | Through observation, recognize that all plants and animals, including humans, need the basic necessities of air, water, food, and space.   | <b>Living Things:</b><br><i>Big Ideas Book</i> 8–11, 16–17, 20–23, 24–37<br><i>Science Inquiry Book</i> 5, 6–9, 14–17, 18–21, 22–25, 26–29  |
| SC.1.N.1.1:           | Raise questions about the natural world, investigate them in teams through free exploration, and generate appropriate explanations based on those explorations.                              | <b>Land and Water:</b><br><i>Big Ideas Book</i> 17, 19<br><i>Science Inquiry Book</i> 10–13, 18–21, 22–23, 27<br><i>Teacher’s Edition</i> T15c–T15f, T16–17, T27g–T27j, T41a–T41b, T41c–T41f, T41g, T41i, T41j  |
| SC.1.N.1.2:           | Using the five senses as tools, make careful observations, describe objects in terms of number, shape, texture, size, weight, color, and motion, and compare their observations with others. | <b>Land and Water:</b><br><i>Science Inquiry Book</i> 6–9<br><i>Teacher’s Edition</i> T1e–T1h<br><b>Plants and Animals:</b>   |
| SC.1.N.1.3:           | Keep records as appropriate - such as pictorial and written records - of investigations conducted.   | <b>Land and Water:</b><br><i>Science Inquiry Book</i> 8–9, 15–17  |
| SC.1.N.1.4:           | Ask "how do you know?" in appropriate situations.  | <b>Land and Water:</b>  |
| SC.1.P.8.1:           | Sort objects by observable properties, such as size, shape, color, temperature (hot or cold), weight (heavy or light), texture, and whether objects sink or float.                           | <b>Properties:</b><br><i>Big Ideas Book</i> 5, 8–9, 11, 13, 15, 18–23, 25, 27<br><i>Science Inquiry Book</i> 4–5, 6–9, 10–13, 14–17, 18–21, 22–25<br><i>Teacher’s Edition</i> T1e–T1h, T1i–T1j, T2–T3, T4–T5, T6–T7, T8–T9, T10–T11, T12–T13, T14–T15, T16–T17, T17a–T17d,  |
| SC.1.P.12.1:          | Demonstrate and describe the various ways that objects can move, such as in a straight line, zigzag, back-and-forth, round-and-round, fast, and slow.  | <b>Pushes/Pulls:</b><br><i>Big Ideas Book</i> 4–5, 14–15, 19, 20–21, 22–23, 24–25, 26–27, 28<br><i>Science Inquiry Book</i> 4, 5, 18–21, 23–25, 28–31   |
| SC.1.P.13.1:          | Demonstrate that the way to change the motion of an object is by applying a push or a pull.  | <b>Pushes/Pulls:</b><br><i>Big Ideas Book</i> 6–7, 8–9, 10–11, 12–13, 14–15, 16–17, 19, 20–21, 24–25, 28  |
| LAFS.1.RI.1.1:        | Ask and answer questions about key details in a text.  | <b>Plants and Animals:</b><br><i>Big Ideas Book</i> 4-28  |
| LAFS.1.RI.2.4:        | Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.  | <b>Plants and Animals:</b><br><i>Big Ideas Book</i> 9, 13, 16, 21   |
| LAFS.1.RI.4.10:       | With prompting and support, read informational texts appropriately complex for grade 1.  | <b>Plants and Animals:</b><br><i>Big Ideas Book</i> 4-29  |
| LAFS.1.SL.1.1:        | Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.  | <b>Plants and Animals:</b><br><i>Teacher Edition</i> T13, T13c, T19, T19m, T29<br><b>Living Things:</b>   |
| LAFS.1.SL.1.1a:       | a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).                                       | <b>Plants and Animals:</b><br><i>Teacher Edition</i> T13, T13c, T19, T19m, T29<br><b>Living Things:</b>   |
| LAFS.1.SL.1.1b:       | b. Build on others’ talk in conversations by responding to the comments of others through multiple exchanges.  | <b>Plants and Animals:</b><br><i>Teacher Edition</i> T13, T13c, T19, T19m, T29<br><b>Living Things:</b>   |

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| LAFS.1.SL.1.1c:       | c. Ask questions to clear up any confusion about the topics and texts under discussion.  | <b>Plants and Animals:</b><br>Teacher Edition T13, T13c, T19, T19m, T29   |
| LAFS.1.W.3.8:         | With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.   | <b>Plants and Animals:</b><br>Teacher Edition T2-T3, T19o-T20, T34<br><b>Living Things:</b>   |
| MAFS.1.MD.1.a:        | Understand how to use a ruler to measure length to the nearest inch.   | <b>Plants and Animals:</b><br>Teacher Edition T29c-T29f   |
| MAFS.1.MD.1.a:a       | a. Recognize that the ruler is a tool that can be used to measure the attribute of length.   | <b>Plants and Animals:</b><br>Teacher Edition T29c-T29f   |
| MAFS.1.MD.1.a:b       | b. Understand the importance of the zero point and end point and that the length measure is the span between two points.   | <b>Plants and Animals:</b><br>Teacher Edition T29c-T29f<br><b>Sun and Stars:</b>  |
| MAFS.1.MD.1.a:c       | c. Recognize that the units marked on a ruler have equal length intervals and fit together with no gaps or overlaps. These equal interval distances can be counted to determine the overall length of an object.               | <b>Plants and Animals:</b><br>Teacher Edition T29c-T29f<br><b>Sun and Stars:</b><br>Teacher Edition T11c-T11j.  |
| MAFS.1.MD.3.4:        | Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another. | <b>Plants and Animals:</b><br>Teacher Edition T19a-T19d<br><b>Living Things:</b><br>Teacher Edition T15a-T15d<br><b>Land and Water:</b>   |
| ELD.K12.ELL.SC.1:     | English language learners communicate information, ideas and concepts necessary for academic success in the content area of Science.   | <b>Plants and Animals:</b><br>Teacher Edition T5, T7, T13b, T16, T49<br><b>Living Things:</b>   |
| ELD.K12.ELL.SI.1:     | English language learners communicate for social and instructional purposes within the school setting.   | <b>Plants and Animals:</b><br>Teacher Edition T5, T7, T13b, T16, T49  |
| HE.1.C.1.5:           | Identify the correct names of human body parts.  | This objective is not directly addressed in this edition of National Geographic Science, Grade 1.   |