

# Benchmark Results

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Benchmark#	Description	Remarks/Example	Idea/Standard	Subject	Grade	Body Of Knowledge/ Strand	Direct Link
SC.35.CS-CC.1.1	Identify technology tools for individual and collaborative data collection, writing, communication, and publishing activities.		Communication and collaboration	Science	35	Computer Science - Communication and Collaboration	<a href="#">Click Here</a>
SC.35.CS-CC.1.2	Describe key ideas and details while working individually or collaboratively using digital tools and media-rich resources in a way that informs, persuades, and/or entertains.		Communication and collaboration	Science	35	Computer Science - Communication and Collaboration	<a href="#">Click Here</a>
SC.35.CS-CC.1.3	Identify ways that technology can foster teamwork, and collaboration can support problem solving and innovation.		Communication and collaboration	Science	35	Computer Science - Communication and Collaboration	<a href="#">Click Here</a>
SC.35.CS-CC.1.4	Describe how collaborating with others can be beneficial to a digital project.		Communication and collaboration	Science	35	Computer Science - Communication and Collaboration	<a href="#">Click Here</a>
SC.35.CS-CC.1.5	Explain that providing and receiving feedback from others can improve performance and outcomes for collaborative digital projects.		Communication and collaboration	Science	35	Computer Science - Communication and Collaboration	<a href="#">Click Here</a>
SC.35.CS-CP.1.1	Explain that searches may be enhanced by using Boolean logic (e.g., using “not” , “		Data analysis	Science	35	Computer Science - Computer	<a href="#">Click Here</a>

	or&rdquo , &ldquo and&rdquo ).					Practices and Programming	
SC.35.CS-CP.1.2	Identify and describe examples of databases from everyday life (e.g., library catalogs, school records, telephone directories, and contact lists).		Data analysis	Science	35	Computer Science - Computer Practices and Programming	<a href="#">Click Here</a>
SC.35.CS-CP.1.3	Identify, research, and collect a data set on a topic, issue, problem, or question using age-appropriate technologies.		Data analysis	Science	35	Computer Science - Computer Practices and Programming	<a href="#">Click Here</a>
SC.35.CS-CP.1.4	Collect, organize, graph, and analyze data to answer a question using a database or spreadsheet.		Data analysis	Science	35	Computer Science - Computer Practices and Programming	<a href="#">Click Here</a>
SC.35.CS-CP.2.1	Perform keyboarding skills for communication and the input of data and information.		Computer programming basics	Science	35	Computer Science - Computer Practices and Programming	<a href="#">Click Here</a>
SC.35.CS-CP.2.2	Create, test, and modify a program in a graphical environment (e.g., block-based visual programming language), individually and collaboratively.		Computer programming basics	Science	35	Computer Science - Computer Practices and Programming	<a href="#">Click Here</a>
SC.35.CS-CP.2.3	Create a program using arithmetic operators, conditionals, and repetition in programs.		Computer programming basics	Science	35	Computer Science - Computer Practices and Programming	<a href="#">Click Here</a>
SC.35.CS-CP.2.4	Explain that programs need known initial conditions (e.g., set initial score to zero in a		Computer programming basics	Science	35	Computer Science - Computer	<a href="#">Click Here</a>

	game, initialize variables, or initial values set by hardware input).					Practices and Programming	
SC.35.CS-CP.2.5	Detect and correct program errors, including those involving arithmetic operators, conditionals, and repetition, using interactive debugging.		Computer programming basics	Science	35	Computer Science - Computer Practices and Programming	<a href="#">Click Here</a>
SC.35.CS-CP.3.1	Write, communicate and publish activities using technology tools.		Programming applications	Science	35	Computer Science - Computer Practices and Programming	<a href="#">Click Here</a>
SC.35.CS-CP.3.2	Present digitally created products, either individually and collaboratively, where a topic, concept, or skill is carefully analyzed or thoughtfully explored.		Programming applications	Science	35	Computer Science - Computer Practices and Programming	<a href="#">Click Here</a>
SC.35.CS-CS.1.1	Identify the concepts illustrated by a simulation (e.g., ecosystem, predator/prey, and invasive species).		Modeling and simulations	Science	35	Computer Science - Communication Systems and Computing	<a href="#">Click Here</a>
SC.35.CS-CS.1.2	Describe how models and simulations can be used to solve real-world issues in science and engineering.		Modeling and simulations	Science	35	Computer Science - Communication Systems and Computing	<a href="#">Click Here</a>
SC.35.CS-CS.1.3	Answer a question, individually and collaboratively, using data from a simulation.		Modeling and simulations	Science	35	Computer Science - Communication Systems and Computing	<a href="#">Click Here</a>
SC.35.CS-CS.1.4	Create a simple model of a system (e.g., flower or solar		Modeling and simulations	Science	35	Computer Science -	<a href="#">Click Here</a>

	system) and explain what the model shows and does not show.					Communication Systems and Computing	
SC.35.CS-CS.2.1	Solve age-appropriate problems using information organized using digital graphic organizers (e.g., concept maps and Venn-diagrams).		Problem solving and algorithms	Science	35	Computer Science - Communication Systems and Computing	<a href="#">Click Here</a>
SC.35.CS-CS.2.2	Describe how computational thinking can be used to solve real life issues in science and engineering.		Problem solving and algorithms	Science	35	Computer Science - Communication Systems and Computing	<a href="#">Click Here</a>
SC.35.CS-CS.2.3	Explain the process of arranging or sorting information into useful order as well as the purpose for doing so.		Problem solving and algorithms	Science	35	Computer Science - Communication Systems and Computing	<a href="#">Click Here</a>
SC.35.CS-CS.2.4	Solve real-world problems in science and engineering using computational thinking skills.		Problem solving and algorithms	Science	35	Computer Science - Communication Systems and Computing	<a href="#">Click Here</a>
SC.35.CS-CS.2.5	Explain that there are several possible algorithms for searching within a dataset (such as finding a specific word in a word list or card in a deck of cards).		Problem solving and algorithms	Science	35	Computer Science - Communication Systems and Computing	<a href="#">Click Here</a>
SC.35.CS-CS.2.6	Write an algorithm to solve a grade-level appropriate problem (e.g., move a character through a maze, instruct a character to draw a specific shape, have a character start, repeat or end activity as required or upon a		Problem solving and algorithms	Science	35	Computer Science - Communication Systems and Computing	<a href="#">Click Here</a>

	specific event), individually or collaboratively.						
SC.35.CS-CS.2.7	Identify and correct logical errors in algorithms; written, mapped, live action, or digital.		Problem solving and algorithms	Science	35	Computer Science - Communication Systems and Computing	<a href="#">Click Here</a>
SC.35.CS-CS.2.8	Systematically test and identify logical errors in algorithms.		Problem solving and algorithms	Science	35	Computer Science - Communication Systems and Computing	<a href="#">Click Here</a>
SC.35.CS-CS.2.9	Explain how to correct logical errors in algorithms; written, mapped, live action, or digital.		Problem solving and algorithms	Science	35	Computer Science - Communication Systems and Computing	<a href="#">Click Here</a>
SC.35.CS-CS.3.1	Manipulate and publish multimedia artifacts using digital tools (local and online).		Digital tools	Science	35	Computer Science - Communication Systems and Computing	<a href="#">Click Here</a>
SC.35.CS-CS.3.2	Create an artifact (independently and collaboratively) that answers a research question clearly communicating thoughts and ideas.		Digital tools	Science	35	Computer Science - Communication Systems and Computing	<a href="#">Click Here</a>
SC.35.CS-CS.4.1	Identify the basic components of a computer (e.g., monitor, keyboard, mouse, controller, speakers).		Hardware and software	Science	35	Computer Science - Communication Systems and Computing	<a href="#">Click Here</a>
SC.35.CS-CS.4.2	Describe the function and purpose of various input/output devices and peripherals (e.g., monitor,		Hardware and software	Science	35	Computer Science - Communication	<a href="#">Click Here</a>

	screen, keyboard, controller, speakers).					Systems and Computing	
SC.35.CS-CS.4.3	Compare and contrast hardware and software.		Hardware and software	Science	35	Computer Science - Communication Systems and Computing	<a href="#">Click Here</a>
SC.35.CS-CS.4.4	Identify and solve simple hardware and software problems that may occur during everyday use (e.g., power, connections, application window or toolbar).		Hardware and software	Science	35	Computer Science - Communication Systems and Computing	<a href="#">Click Here</a>
SC.35.CS-CS.6.1	Describe how hardware applications (e.g., Global Positioning System (GPS) navigation for driving directions, text-to-speech translation, and language translation) can enable everyone to do things they could not do otherwise.		Human – Computer interactions and Artificial Intelligence	Science	35	Computer Science - Communication Systems and Computing	<a href="#">Click Here</a>
SC.35.CS-CS.6.2	Compare and contrast human and computer performance on similar tasks (e.g., sorting alphabetically or finding a path across a cluttered room) to understand which is best suited to the task.		Human – Computer interactions and Artificial Intelligence	Science	35	Computer Science - Communication Systems and Computing	<a href="#">Click Here</a>
SC.35.CS-CS.6.3	Explain that computers model intelligent behavior (as found in robotics, speech and language recognition, and computer animation).		Human – Computer interactions and Artificial Intelligence	Science	35	Computer Science - Communication Systems and Computing	<a href="#">Click Here</a>
SC.35.CS-PC.1.1	Identify appropriate and inappropriate uses of technology when posting to		Responsible use of technology and information	Science	35	Computer Science - Personal,	<a href="#">Click Here</a>

	social media, sending e-mail, and browsing the Internet.					Community, Global, and Ethical Impact	
SC.35.CS-PC.1.2	Describe responsible uses of modern communication media and devices.		Responsible use of technology and information	Science	35	Computer Science - Personal, Community, Global, and Ethical Impact	<a href="#">Click Here</a>
SC.35.CS-PC.1.3	Explain the proper use and operation of security technologies (e.g., passwords, virus protection software, spam filters, pop-up blockers, and cookies).		Responsible use of technology and information	Science	35	Computer Science - Personal, Community, Global, and Ethical Impact	<a href="#">Click Here</a>
SC.35.CS-PC.1.4	Define plagiarism and understand the impacts of plagiarized materials.		Responsible use of technology and information	Science	35	Computer Science - Personal, Community, Global, and Ethical Impact	<a href="#">Click Here</a>
SC.35.CS-PC.2.1	Explain how computers and computing devices are used to communicate with others on a daily basis.		The impact of computing resources on local and global society	Science	35	Computer Science - Personal, Community, Global, and Ethical Impact	<a href="#">Click Here</a>
SC.35.CS-PC.2.2	Describe types of cyberbullying and explain what actions should be taken if students are either victims or witnesses of these behaviors.		The impact of computing resources on local and global society	Science	35	Computer Science - Personal, Community, Global, and Ethical Impact	<a href="#">Click Here</a>
SC.35.CS-PC.2.3	Identify the legal and social consequences of cyberbullying/harassment in social media.		The impact of computing resources on local and global society	Science	35	Computer Science - Personal, Community,	<a href="#">Click Here</a>

						Global, and Ethical Impact	
SC.35.CS-PC.2.4	Explain how access to technology helps empower individuals and groups (e.g., gives them access to information, the ability to communicate with others around the world, and allows them to buy and sell things).		The impact of computing resources on local and global society	Science	35	Computer Science - Personal, Community, Global, and Ethical Impact	<a href="#">Click Here</a>
SC.35.CS-PC.2.5	Identify ways in which people with special needs access and use adaptive technology.		The impact of computing resources on local and global society	Science	35	Computer Science - Personal, Community, Global, and Ethical Impact	<a href="#">Click Here</a>
SC.35.CS-PC.2.6	Communicate about technology using appropriate terminology.		The impact of computing resources on local and global society	Science	35	Computer Science - Personal, Community, Global, and Ethical Impact	<a href="#">Click Here</a>
SC.35.CS-PC.2.7	Identify and describe how computing knowledge is essential to performing important tasks and functions.		The impact of computing resources on local and global society	Science	35	Computer Science - Personal, Community, Global, and Ethical Impact	<a href="#">Click Here</a>
SC.35.CS-PC.3.1	Identify digital information resources used to answer research questions (e.g., online library catalog, online encyclopedias, databases, and websites).		Evaluation of digital information resources	Science	35	Computer Science - Personal, Community, Global, and Ethical Impact	<a href="#">Click Here</a>
SC.35.CS-PC.3.2	Gather, organize, and analyze information from digital resources.		Evaluation of digital information resources	Science	35	Computer Science - Personal, Community,	<a href="#">Click Here</a>

						Global, and Ethical Impact	
SC.35.CS-PC.3.3	Compare digital resources for accuracy, relevancy, and appropriateness.		Evaluation of digital information resources	Science	35	Computer Science - Personal, Community, Global, and Ethical Impact	<a href="#">Click Here</a>
SC.35.CS-PC.4.1	Describe the difference between digital artifacts that are open or free and those that are protected by copyright.		Security, privacy, information sharing, ownership, licensure and copyright	Science	35	Computer Science - Personal, Community, Global, and Ethical Impact	<a href="#">Click Here</a>
SC.35.CS-PC.4.2	Explain fair use for using copyrighted materials (e.g., images, music, video, and text).		Security, privacy, information sharing, ownership, licensure and copyright	Science	35	Computer Science - Personal, Community, Global, and Ethical Impact	<a href="#">Click Here</a>
SC.35.CS-PC.4.3	Describe the purpose of copyright and the possible consequences for inappropriate use of digital materials that are protected by copyright.		Security, privacy, information sharing, ownership, licensure and copyright	Science	35	Computer Science - Personal, Community, Global, and Ethical Impact	<a href="#">Click Here</a>
SC.35.CS-PC.4.4	Describe the threats to safe and efficient use of devices (e.g., SPAM, spyware, phishing, and viruses) associated with various forms of technology use (e.g., downloading and executing software programs, following hyperlinks, and opening files).		Security, privacy, information sharing, ownership, licensure and copyright	Science	35	Computer Science - Personal, Community, Global, and Ethical Impact	<a href="#">Click Here</a>
SC.4.E.5.1	Observe that the patterns of stars in the sky stay the same although they appear to shift	** Florida Standards Connections: MAFS.K12.MP.2:	Earth in Space and Time	Science	4	Earth and Space Science	<a href="#">Click Here</a>

	across the sky nightly, and different stars can be seen in different seasons.	Reason abstractly and quantitatively.					
SC.4.E.5.2	Describe the changes in the observable shape of the moon over the course of about a month.		Earth in Space and Time	Science	4	Earth and Space Science	<a href="#">Click Here</a>
SC.4.E.5.3	Recognize that Earth revolves around the Sun in a year and rotates on its axis in a 24-hour day.	** Florida Standards Connections: MAFS.K12.MP.2: Reason abstractly and quantitatively.	Earth in Space and Time	Science	4	Earth and Space Science	<a href="#">Click Here</a>
SC.4.E.5.4	Relate that the rotation of Earth (day and night) and apparent movements of the Sun, Moon, and stars are connected.	Annually assessed on Grade 5 Science FCAT 2.0. Also assesses SC.4.E.5.1, SC.4.E.5.2, and SC.4.E.5.3.  Florida Standards Connections: MAFS.K12.MP.2: Reason abstractly and quantitatively.	Earth in Space and Time	Science	4	Earth and Space Science	<a href="#">Click Here</a>
SC.4.E.5.5	Investigate and report the effects of space research and exploration on the economy and culture of Florida.		Earth in Space and Time	Science	4	Earth and Space Science	<a href="#">Click Here</a>
SC.4.E.6.1	Identify the three categories of rocks: igneous, (formed from molten rock) sedimentary (pieces of other rocks and fossilized organisms) and metamorphic (formed from heat and pressure).		Earth Structures	Science	4	Earth and Space Science	<a href="#">Click Here</a>
SC.4.E.6.2	Identify the physical properties of common earth-forming minerals, including	Annually assessed on Grade 5 Science	Earth Structures	Science	4	Earth and Space Science	<a href="#">Click Here</a>

	hardness, color, luster, cleavage, and streak color, and recognize the role of minerals in the formation of rocks.	FCAT 2.0. Also assesses SC.4.E.6.1.					
SC.4.E.6.3	Recognize that humans need resources found on Earth and that these are either renewable or nonrenewable.	Annually assessed on Grade 5 Science FCAT 2.0. Also assesses SC.4.E.6.1.	Earth Structures	Science	4	Earth and Space Science	<a href="#">Click Here</a>
SC.4.E.6.4	Describe the basic differences between physical weathering (breaking down of rock by wind, water, ice, temperature change, and plants) and erosion (movement of rock by gravity, wind, water, and ice).	Annually assessed on Grade 5 Science FCAT 2.0.	Earth Structures	Science	4	Earth and Space Science	<a href="#">Click Here</a>
SC.4.E.6.5	Investigate how technology and tools help to extend the ability of humans to observe very small things and very large things.	MAFS.K12.MP.5: Use appropriate tools strategically.	Earth Structures	Science	4	Earth and Space Science	<a href="#">Click Here</a>
SC.4.E.6.6	Identify resources available in Florida (water, phosphate, oil, limestone, silicon, wind, and solar energy).		Earth Structures	Science	4	Earth and Space Science	<a href="#">Click Here</a>
SC.4.L.16.1	Identify processes of sexual reproduction in flowering plants, including pollination, fertilization (seed production), seed dispersal, and germination.		Heredity and Reproduction	Science	4	Life Science	<a href="#">Click Here</a>
SC.4.L.16.2	Explain that although characteristics of plants and animals are inherited, some characteristics can be affected by the environment.	Integrate HE.4.C.1.6. Identify the human body parts and organs that work together to form healthy body systems.	Heredity and Reproduction	Science	4	Life Science	<a href="#">Click Here</a>

SC.4.L.16.3	Recognize that animal behaviors may be shaped by heredity and learning.		Heredity and Reproduction	Science	4	Life Science	<a href="#">Click Here</a>
SC.4.L.16.4	Compare and contrast the major stages in the life cycles of Florida plants and animals, such as those that undergo incomplete and complete metamorphosis, and flowering and nonflowering seed-bearing plants.	Annually assessed on Grade 5 Science FCAT 2.0.	Heredity and Reproduction	Science	4	Life Science	<a href="#">Click Here</a>
SC.4.L.17.1	Compare the seasonal changes in Florida plants and animals to those in other regions of the country.		Interdependence	Science	4	Life Science	<a href="#">Click Here</a>
SC.4.L.17.2	Explain that animals, including humans, cannot make their own food and that when animals eat plants or other animals, the energy stored in the food source is passed to them.		Interdependence	Science	4	Life Science	<a href="#">Click Here</a>
SC.4.L.17.3	Trace the flow of energy from the Sun as it is transferred along the food chain through the producers to the consumers.	Annually assessed on Grade 5 Science FCAT 2.0. Also assesses SC.3.L.17.2 and SC.4.L.17.2.	Interdependence	Science	4	Life Science	<a href="#">Click Here</a>
SC.4.L.17.4	Recognize ways plants and animals, including humans, can impact the environment.	Introduce the impacts of invasive species, such as Brazilian pepper, Cuban anole, Kudzu, Australian pine, non-native pets released into wild (Burmese python). Ocean pollution resulting from discharge of sewage,	Interdependence	Science	4	Life Science	<a href="#">Click Here</a>

		<p>toxic chemicals, manufacturing wastes, fertilizers, soaps, detergents, runoff and insecticides;</p> <p>population growth causes consumption of limited resources and land use expansion to accommodate for more people; animal extinction (endangered and threatened species).</p>					
SC.4.N.1.1	<p>Raise questions about the natural world, use appropriate reference materials that support understanding to obtain information (identifying the source), conduct both individual and team investigations through free exploration and systematic investigations, and generate appropriate explanations based on those explorations.</p>	<p>* Florida Standards Connections: LAFS.4.RI.1.3. Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.</p> <p>** Florida Standards Connections: MAFS.K12.MP.1: Make sense of problems and persevere in solving them; and, MAFS.K12.MP.3: Construct viable arguments and</p>	The Practice of Science	Science	4	Nature of Science	<a href="#">Click Here</a>

		critique the reasoning of others.					
SC.4.N.1.2	Compare the observations made by different groups using multiple tools and seek reasons to explain the differences across groups.	<p>* Florida Standards Connections: LAFS.4.SL.1.1. Engage effectively in a range of collaborative discussions with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.</p> <p>** Florida Standards Connections: MAFS.K12.MP.4: Model with mathematics; and, MAFS.K12.MP.5: Use appropriate tools strategically.</p>	The Practice of Science	Science	4	Nature of Science	<a href="#">Click Here</a>
SC.4.N.1.3	Explain that science does not always follow a rigidly defined method ("the scientific method") but that science does involve the use of observations and empirical evidence.		The Practice of Science	Science	4	Nature of Science	<a href="#">Click Here</a>
SC.4.N.1.4	Attempt reasonable answers to scientific questions and cite evidence in support.	* Florida Standards Connections: LAFS.4.W.3.8. Recall relevant information from experiences or gather relevant information from print and digital sources;	The Practice of Science	Science	4	Nature of Science	<a href="#">Click Here</a>

		<p>take notes and categorize information, and provide a list of sources.</p> <p>LAFS.4.W.3.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>** Florida Standards Connections: MAFS.K12.MP.1: Make sense of problems and persevere in solving them; and, MAFS.K12.MP.2: Reason abstractly and quantitatively.</p>					
SC.4.N.1.5	Compare the methods and results of investigations done by other classmates.	<p>** Florida Standards Connections: MAFS.K12.MP.6: Attend to precision.</p>	The Practice of Science	Science	4	Nature of Science	<a href="#">Click Here</a>
SC.4.N.1.6	Keep records that describe observations made, carefully distinguishing actual observations from ideas and inferences about the observations.	<p>** Florida Standards Connections: MAFS.K12.MP.5: Use appropriate tools strategically; and, MAFS.K12.MP.6: Attend to precision.</p>	The Practice of Science	Science	4	Nature of Science	<a href="#">Click Here</a>
SC.4.N.1.7	Recognize and explain that scientists base their explanations on evidence.	<p>** Florida Standards Connections: MAFS.K12.MP.1: Make sense of problems and</p>	The Practice of Science	Science	4	Nature of Science	<a href="#">Click Here</a>

		persevere in solving them.					
SC.4.N.1.8	Recognize that science involves creativity in designing experiments.	** Florida Standards Connections: MAFS.K12.MP.5: Use appropriate tools strategically.	The Practice of Science	Science	4	Nature of Science	<a href="#">Click Here</a>
SC.4.N.2.1	Explain that science focuses solely on the natural world.		The Characteristics of Scientific Knowledge	Science	4	Nature of Science	<a href="#">Click Here</a>
SC.4.N.3.1	Explain that models can be three dimensional, two dimensional, an explanation in your mind, or a computer model.	** Florida Standards Connections: MAFS.K12.MP.2: Reason abstractly and quantitatively; and, MAFS.K12.MP.4: Model with mathematics.	The Role of Theories, Laws, Hypotheses, and Models	Science	4	Nature of Science	<a href="#">Click Here</a>
SC.4.P.10.1	Observe and describe some basic forms of energy, including light, heat, sound, electrical, and the energy of motion.		Forms of Energy	Science	4	Physical Science	<a href="#">Click Here</a>
SC.4.P.10.2	Investigate and describe that energy has the ability to cause motion or create change.		Forms of Energy	Science	4	Physical Science	<a href="#">Click Here</a>
SC.4.P.10.3	Investigate and explain that sound is produced by vibrating objects and that pitch depends on how fast or slow the object vibrates.		Forms of Energy	Science	4	Physical Science	<a href="#">Click Here</a>
SC.4.P.10.4	Describe how moving water and air are sources of energy and can be used to move things.		Forms of Energy	Science	4	Physical Science	<a href="#">Click Here</a>
SC.4.P.11.1	Recognize that heat flows from a hot object to a cold object and that heat flow may		Energy Transfer and Transformations	Science	4	Physical Science	<a href="#">Click Here</a>

	cause materials to change temperature.						
SC.4.P.11.2	Identify common materials that conduct heat well or poorly.		Energy Transfer and Transformations	Science	4	Physical Science	<a href="#">Click Here</a>
SC.4.P.12.1	Recognize that an object in motion always changes its position and may change its direction.		Motion of Objects	Science	4	Physical Science	<a href="#">Click Here</a>
SC.4.P.12.2	Investigate and describe that the speed of an object is determined by the distance it travels in a unit of time and that objects can move at different speeds.		Motion of Objects	Science	4	Physical Science	<a href="#">Click Here</a>
SC.4.P.8.1	Measure and compare objects and materials based on their physical properties including: mass, shape, volume, color, hardness, texture, odor, taste, attraction to magnets.	Investigate the concept of weight versus mass of objects.  Florida Standards Connections: MAFS.K12.MP.5: Use appropriate tools strategically; and, MAFS.K12.MP.6: Attend to precision.	Properties of Matter	Science	4	Physical Science	<a href="#">Click Here</a>
SC.4.P.8.2	Identify properties and common uses of water in each of its states.		Properties of Matter	Science	4	Physical Science	<a href="#">Click Here</a>
SC.4.P.8.3	Explore the Law of Conservation of Mass by demonstrating that the mass of a whole object is always the same as the sum of the masses of its parts.	Investigate the concept of weight versus mass of objects.  Florida Standards Connections: MAFS.K12.MP.5:	Properties of Matter	Science	4	Physical Science	<a href="#">Click Here</a>

		Use appropriate tools strategically; and, MAFS.K12.MP.6: Attend to precision.					
SC.4.P.8.4	Investigate and describe that magnets can attract magnetic materials and attract and repel other magnets.		Properties of Matter	Science	4	Physical Science	<a href="#">Click Here</a>
SC.4.P.9.1	Identify some familiar changes in materials that result in other materials with different characteristics, such as decaying animal or plant matter, burning, rusting, and cooking.		Changes in Matter	Science	4	Physical Science	<a href="#">Click Here</a>