

Grade 4: Access Points

Earth and Space Science

Earth in Space and Time

Independent

- 1 Identify that there are many stars in the sky with some that create patterns. [SC.4.E.5.IN.1](#)
- 2 Label three phases of the moon, including full, half (quarter), and crescent. [SC.4.E.5.IN.2](#)
- 3 Recognize that Earth revolves around the Sun. [SC.4.E.5.IN.3](#)
- 4 Recognize that the Sun appears to rise and set because of Earth's rotation in a 24-hour day. [SC.4.E.5.IN.4](#)
- 5 Identify objects and people related to the space program in Florida. [SC.4.E.5.IN.5](#)

Supported

- 1 Recognize a pattern of stars in the sky, such as the Big Dipper. [SC.4.E.5.SU.1](#)
- 2 Identify a full moon and a half (quarter) moon. [SC.4.E.5.SU.2](#)
- 3 Recognize that Earth is always turning (rotating). [SC.4.E.5.SU.3](#)
- 4 Recognize that the side of Earth facing the Sun has daylight. [SC.4.E.5.SU.4](#)
- 5 Recognize an object or person related to the space program in Florida. [SC.4.E.5.SU.5](#)

Participatory

- 1 Recognize that there are many stars in the sky. [SC.4.E.5.PA.1](#)
- 2 Recognize a full moon as a circle. [SC.4.E.5.PA.2](#)
- 3 Identify morning, noon, and night. [SC.4.E.5.PA.3](#)
- 4 Recognize a space-related object. [SC.4.E.5.PA.4](#)

Earth Structures

Independent

- 1 Recognize that rocks are classified by the way they are formed, such as sedimentary. [SC.4.E.6.IN.1](#)
- 2 Identify physical properties (hardness, streak color, and luster) of common minerals, such as rock salt, talc, gold, and silver. [SC.4.E.6.IN.2](#)
- 3 Recognize that some natural resources used by humans are non-renewable, such as oil. [SC.4.E.6.IN.3](#)
- 4 Identify that wind and water cause physical weathering and erosion of rocks. [SC.4.E.6.IN.4](#)
- 5 Identify tools used to observe things that are far away and things that are very small. [SC.4.E.6.IN.5](#)
- 6 Identify natural resources found in Florida, including solar energy, water, and limestone. [SC.4.E.6.IN.6](#)

Supported

- 1 Sort rocks according to observable characteristics, including color, shape, and size. [SC.4.E.6.SU.1](#)
- 2 Sort common minerals, such as rock salt, talc, gold, and silver, by their physical properties (luster and color). [SC.4.E.6.SU.2](#)
- 3 Recognize that some natural resources can run out (non-renewable). [SC.4.E.6.SU.3](#)
- 4 Recognize examples of weathering or erosion in the environment. [SC.4.E.6.SU.4](#)
- 5 Recognize tools that will make things look larger, such as a telescope and a magnifier. [SC.4.E.6.SU.5](#)
- 6 Recognize natural resources found in Florida, such as solar energy and water. [SC.4.E.6.SU.6](#)

Participatory

- 1 Distinguish rocks from other substances found on the Earth's surface. [SC.4.E.6.PA.1](#)
 - 2 Recognize common minerals, such as rock salt, talc, gold, and silver. [SC.4.E.6.PA.2](#)
 - 3 Recognize the universal symbol for recycling. [SC.4.E.6.PA.3](#)
 - 4 Recognize the effect of weathering on an object. [SC.4.E.6.PA.4](#)
 - 5 Recognize that something has been magnified. [SC.4.E.6.PA.5](#)
 - 6 Recognize water as a resource in Florida. [SC.4.E.6.PA.6](#)
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Life Science

Heredity and Reproduction

Independent

- 1 Identify that insects spread pollen to help flowering plants make seeds. [SC.4.L.16.IN.1](#)
- 2 Identify behaviors that animals have naturally (inherit) and behaviors that animals learn. [SC.4.L.16.IN.2](#)
- 3 Identify similarities in the major stages in the life cycles of common Florida plants and animals. [SC.4.L.16.IN.3](#)

Supported

- 1 Recognize that many flowering plants grow from their own seeds. [SC.4.L.16.SU.1](#)
- 2 Recognize behaviors of common animals. [SC.4.L.16.SU.2](#)
- 2 Recognize behaviors of common animals. [SC.4.L.16.SU.2](#)
- 3 Recognize the major stages in life cycles of common plants and animals. [SC.4.L.16.SU.3](#)

Participatory

- 1 Recognize that many plants have flowers and leaves. [SC.4.L.16.PA.1](#)
- 2 Recognize similarities between self and parents. [SC.4.L.16.PA.2](#)
- 3 Match offspring of animals with parents. [SC.4.L.16.PA.3](#)

Interdependence

Independent

- 1 Identify seasonal changes in Florida plants and animals. [SC.4.L.17.IN.1](#)
- 2 Recognize that animals cannot make their own food and they must eat plants or other animals to survive. [SC.4.L.17.IN.2](#)
- 3 Recognize that plants (producers) use energy from the Sun to make their food and animals (consumers) eat plants or other animals for their food. [SC.4.L.17.IN.3](#)
- 4 Recognize things that people do to help or hurt the environment, such as recycling and pollution. [SC.4.L.17.IN.4](#)

Supported

- 1 Recognize seasonal changes in some Florida plants, such as the presence of flowers and change in leaf color. [SC.4.L.17.SU.1](#)
- 2 Recognize that animals (consumers) eat plants or other animals for their food. [SC.4.L.17.SU.2](#)
- 3 Recognize ways that people can help improve the environment, such as cleaning up trash. [SC.4.L.17.SU.3](#)

Participatory

- 1 Recognize a seasonal change in the appearance of a common plant. [SC.4.L.17.PA.1](#)
 - 2 Recognize that animals eat food. [SC.4.L.17.PA.2](#)
 - 3 Recognize ways that people can help improve the immediate environment, such as cleaning up trash. [SC.4.L.17.PA.3](#)
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Nature of Science

The Practice of Science

Independent

- 1 Ask a question about the natural world and use selected reference material to find information, observe, explore, and identify findings. [SC.4.N.1.IN.1](#)
- 2 Compare own observations with observations of others. [SC.4.N.1.IN.2](#)
- 3 Relate findings to predefined science questions. [SC.4.N.1.IN.3](#)
- 4 Communicate observations and findings through the use of pictures, writing, or charts. [SC.4.N.1.IN.4](#)
- 5 Recognize that scientists perform experiments, make observations, and gather evidence. [SC.4.N.1.IN.5](#)

Supported

- 1 Ask a question about the natural world, explore materials, observe, and share information. [SC.4.N.1.SU.1](#)
- 2 Identify information based on observations of self and others. [SC.4.N.1.SU.2](#)
- 3 Answer questions about objects and actions related to science. [SC.4.N.1.SU.3](#)
- 4 Record observations using drawings, dictation, or pictures. [SC.4.N.1.SU.4](#)
- 5 Recognize ways that scientists collect evidence, such as by observations or measuring. [SC.4.N.1.SU.5](#)

Participatory

- 1 Explore, observe, and select an object or picture to solve a simple problem. [SC.4.N.1.PA.1](#)
- 2 Recognize differences in objects or pictures. [SC.4.N.1.PA.2](#)
- 3 Recognize that people share information about science. [SC.4.N.1.PA.3](#)
- 4 Select an object or picture to represent observed events. [SC.4.N.1.PA.4](#)

The Characteristics of Scientific Knowledge

Independent

- 1 Identify that science focuses on the natural world. [SC.4.N.2.IN.1](#)

Supported

- 1 Recognize that science focuses on the natural world. [SC.4.N.2.SU.1](#)

Participatory

- 1 Associate science with the natural world in the local environment. [SC.4.N.2.PA.1](#)

The Role of Theories, Laws, Hypotheses, and Models

Independent

- 1 Identify different types of models, such as a replica, a picture, or an animation. [SC.4.N.3.IN.1](#)

Supported

- 1 Recognize different types of models, such as a replica or a picture. [SC.4.N.3.SU.1](#)

Participatory

- 1 Match a model that is a replica to a real object. [SC.4.N.3.PA.1](#)
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Physical Science

Forms of Energy

Independent

- 1 Identify forms of energy, such as light, heat, electrical, and energy of motion. [SC.4.P.10.IN.1](#)
- 2 Describe the results of applying electrical energy (turn on lights, make motors run); heat energy (burn wood, change temperature); and energy of motion (go faster, change direction). [SC.4.P.10.IN.2](#)
- 3 Recognize that vibrations cause sound and identify sounds as high or low (pitch). [SC.4.P.10.IN.3](#)
- 4 Identify machines that use energy from moving water or air, including a windmill and a waterwheel. [SC.4.P.10.IN.4](#)

Supported

- 1 Recognize uses of different forms of energy, including electricity (computer, freezer); heat (camp fire, stove); and energy of motion (rollercoaster, pinball machine). [SC.4.P.10.SU.1](#)
- 2 Recognize the results of using electrical energy (turning on television); heat energy (burning wood); and energy of motion (rolling ball). [SC.4.P.10.SU.2](#)
- 3 Recognize sounds as high or low (pitch). [SC.4.P.10.SU.3](#)
- 4 Identify objects that use energy from moving air, such as a pinwheel or sailboat. [SC.4.P.10.SU.4](#)

Participatory

- 1 Recognize a source of heat energy (fire, heater). [SC.4.P.10.PA.1](#)
- 2 Recognize objects that create sounds. [SC.4.P.10.PA.2](#)
- 3 Recognize that moving air can move objects. [SC.4.P.10.PA.3](#)

Energy Transfer and Transformations

Independent

- 1 Identify that a hot object will make a cold object warm when they touch. [SC.4.P.11.IN.1](#)
- 2 Identify materials that are strong conductors of heat, such as metal. [SC.4.P.11.IN.2](#)

Supported

- 1 Recognize that a hot object can make a cold object warm when they touch. [SC.4.P.11.SU.1](#)
- 2 Recognize a common material that is a strong conductor of heat, such as metal. [SC.4.P.11.SU.2](#)

Participatory

- 1 Recognize a temperature change from cold to warm. [SC.4.P.11.PA.1](#)
- 2 Recognize common objects that conduct heat. [SC.4.P.11.PA.2](#)

Motion of Objects

Independent

- 1 Identify that the position of an object changes when the object is in motion. [SC.4.P.12.IN.1](#)
- 2 Identify speed as how long it takes to travel a certain distance. [SC.4.P.12.IN.2](#)

Supported

- 1 Recognize that movement causes an object to change position. [SC.4.P.12.SU.1](#)
- 2 Identify objects that move at different speeds. [SC.4.P.12.SU.2](#)

Participatory

- 1 Recognize that an object can move in different directions, such as left to right, straight line, and zigzag. [SC.4.P.12.PA.1](#)
- 2 Recognize an object as moving fast or slow. [SC.4.P.12.PA.2](#)

Properties of Matter

Independent

- 1 Compare objects and materials based on physical properties, such as size, shape, color, texture, weight, hardness, odor, taste, and temperature. [SC.4.P.8.IN.1](#)
- 2 Identify properties and uses of water in solid and liquid states. [SC.4.P.8.IN.2](#)
- 3 Identify that a whole object weighs the same as all of its parts together. [SC.4.P.8.IN.3](#)
- 4 Identify objects a magnet will attract. [SC.4.P.8.IN.](#)

Supported

- 1 Sort objects by physical properties, such as size, shape, color, texture, weight (heavy or light), and temperature (hot or cold). [SC.4.P.8.SU.1](#)
- 2 Identify uses of water in solid or liquid states. [SC.4.P.8.SU.2](#)
- 3 Recognize that the parts of an object can be put together to make a whole. [SC.4.P.8.SU.3](#)
- 4 Demonstrate that magnets can attract other magnets. [SC.4.P.8.SU.4](#)

Participatory

- 1 Match objects with similar observable properties, such as size, shape, color, or texture. [SC.4.P.8.PA.1](#)
- 2 Identify ice as a solid. [SC.4.P.8.PA.2](#)
- 3 Recognize that some objects have parts. [SC.4.P.8.PA.3](#)
- 4 Recognize that objects can stick together. [SC.4.P.8.PA.4](#)

Changes in Matter

Independent

- 1 Observe and describe properties of materials that have been changed into other materials, such as decayed leaves of a plant. [SC.4.P.9.IN.1](#)

Supported

- 1 Indicate differences in materials that have been changed into other materials, such as rust on a can. [SC.4.P.9.SU.1](#)

Participatory

- 1 Recognize changes in observable properties of materials. [SC.4.P.9.PA.1](#)