

Targeted Benchmarks

SC.4.E.6.3 - Recognize that humans need resources found on Earth and that these are either renewable or nonrenewable.

SC.4.E.6.6 - Identify resources available in Florida (water, phosphate, oil, limestone, silicon, wind, and solar energy).

SC.4.P.10.1 - Observe and describe some basic forms of energy, including light, heat, sound, electrical, and the energy of motion (kinetic energy).

SC.4.P.10.2 - Investigate and describe that energy has the ability to cause motion or create change.

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.

SC.4.P.10.4 - Describe how moving water and/or air are sources of energy and can be used to move things.

SC.5.P.10.1 - Investigate and describe some basic forms of energy, including light, heat, sound, electrical, chemical, and mechanical. B. Energy exists in many forms and has the ability to do work or cause a change

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.

MAFS.K12.MP.1 - Classify two-dimensional figures based on the presence or absence of parallel or perpendicular lines, or the presence or absence of angles of a specified size. Recognize right triangles as a category, and identify right triangles.

MAFS.K12.MP.5.1 - Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological

MAFS.4.NBT.2.4 - Fluently add and subtract multi-digit whole numbers using the standard algorithm.

MAFS.4.NBT.2.5 - Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.

MAFS.4.NBT.2.6 - Find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.

MAFS.4.MD.3.5 - Recognize angles as geometric shapes that are formed wherever two rays share a common endpoint, and understand concepts of angle measurement:

a. An angle is measured with reference to a circle with its center at the common endpoint of the rays, by considering the fraction of the circular arc between the points where the two rays intersect the circle. An angle that turns through $\frac{1}{360}$ of a circle is called a "one-degree angle," and can be used to measure angles.

b. An angle that turns through n one-degree angles is said to have an angle measure of n degrees.

MAFS.4.NF.1.2 - Compare two fractions with different numerators and different denominators, e.g., by creating common denominators or numerators, or by comparing to a benchmark fraction such as $\frac{1}{2}$. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with symbols $>$, $=$, or $<$, and justify the conclusions, e.g., by using a visual fraction model.

MAFS.4.NF.3.5 - Express a fraction with denominator 10 as an equivalent fraction with denominator 100, and use this technique to add two fractions with respective denominators 10 and 100. For example, express $\frac{3}{10}$ as $\frac{30}{100}$, and add $\frac{3}{10} + \frac{4}{100} = \frac{34}{100}$.

MAFS.4.NF.3.6 - Use decimal notation for fractions with denominators 10 or 100. For example, rewrite 0.62 as $\frac{62}{100}$; describe a length as 0.62 meters; locate 0.62 on a number line diagram.

LAFS.4.L.3.4 - Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.

☞ Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.

☞ Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).

☞ Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

LAFS.4.RI.1.2 - Determine the main idea of a text and explain how it is supported by key details; summarize the text.

LAFS.4.W.3.7 - Conduct short research projects that build knowledge through investigation of different aspects of a topic.