A Correlation of

Scott Foresman
Science
See learning in a whole new light
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to the

Alabama
Course of Study
Science
Grade Four
Introduction

This document demonstrates how *Scott Foresman Science* meets the Alabama Course of Study for Science. Page references are to the Teacher’s Edition with facsimile Student Edition and ancillary pages.

Pearson Scott Foresman is proud to introduce our all new *Scott Foresman Science*, Kindergarten through Grade Six. Extensive research and analysis is the foundation for *Scott Foresman Science* and guides the instructional design.

Scaffolded Inquiry™
*Scott Foresman Science* is built on three levels of inquiry: Directed Inquiry, Guided Inquiry, and Full Inquiry. All three levels engage students in activities that build a strong science foundation and help them develop a full understanding of the inquiry process.

How to Read Science
Powerful connections between reading skills and science process skills in every chapter advance science literacy for all students.

Differentiated Instruction
Leveled Readers for every Student Edition chapter teach the same science concepts, vocabulary, and reading skills — at each student’s reading level.

Time-Saving Strategies
Time-saving strategies are built right into the Teacher’s Edition that will save the teacher hours of time in lesson preparation.
- Quick Teaching Plans cover the standards even when class time is short.
- Everything needed for each activity comes in its own chapter bag. With the Activity Placemat and Tray™, activity setup takes only 30 seconds.
- Premade Bilingual Bulletin Board Kits save time by creating attractive bulletin boards quickly and easily.

Technology
*Scott Foresman Science* brings teaching and learning together in one convenient spot—the computer. From sfsuccessnet.com to educational CDs and DVDs, this program provides a variety of interactive tools to help support, extend, and enrich classroom instruction.

The Online Teacher’s Edition provides access to the same printed content, so the teacher can plan lessons with the customizable Lesson Planner from home or school computers. The Online Student Edition allows students, teachers, and parents to access the content of the textbook from computers at school or at home.
PHYSICAL SCIENCE

Students will:

1. Describe how electrical circuits can be used to produce light, heat, sound, and magnetic fields.
   - Identifying ways to use and conserve electrical energy
   - Identifying characteristics of parallel and series circuits
   - Classifying materials as conductors, nonconductors, and insulators of electricity and heat
   - Identifying relationships among charge, current, and potential energy
   - Identifying components of a circuit

2. Compare different pitches of sound produced by changing the size, tension, amount, or type of vibrating material.
   412–413, 414–415
   - Describing the relationship between the structure of the ear and hearing
3. Recognize how light interacts with transparent, translucent, and opaque materials.
   Examples: transparent—most light passes through,
              translucent—some light passes through,
              opaque—no light passes through
   ▪ Predicting the reflection or absorption of light by various objects
     420–421

4. Describe effects of friction on moving objects.
   ▪ Identifying momentum and inertia as properties of moving objects
   ▪ Identifying ways to increase or decrease friction

LIFE SCIENCE

5. Describe the interdependence of plants and animals.
   60–61, 74–75, 77, 82, 84–89, 90–95, 96–97, 104, 110–113, 115
   ▪ Describing behaviors and body structures that help animals survive in particular habitats
     Examples: behaviors—migration, hibernation, mimicry;
              body structures—quills, fangs, stingers, webbed feet
     18–25, 26–31, 81, 84, 114–115, 405
   ▪ Describing life cycles of various animals to include incomplete and complete metamorphosis
     Examples: damsel fly, mealworms
     20–21, 24–25, 174–175
   ▪ Tracing the flow of energy through a food chain
     Example: producer, first-level consumer, second-level consumer, and third-level consumer
     60, 74–75, 77, 84–89, 90–95, 96–97
• Identifying characteristics of organisms, including growth and development, reproduction, acquisition and use of energy, and response to the environment

6. Classify animals as vertebrates or invertebrates and as endotherms or ectotherms.
  2–3, 10–13, 18–25, 34–35

• Describing the organization of cells into tissues, organs, and organ systems

• Describing the grouping of organisms into populations, communities, and ecosystems
  78–83, 84–89, 90–95, 110–113, 114–117

• Classifying common organisms into kingdoms, including Animalia, Plantae, Protista, Fungi, Archaeabacteria, and Eubacteria

EARTH AND SPACE SCIENCE

7. Describe geological features of Earth, including bodies of water, beaches, ocean ridges, continental shelves, plateaus, faults, canyons, sand dunes, and ice caps.

8. Identify technological advances and other benefits of space exploration. Examples: laser, pacemaker, dehydrated food, flame–retardant clothing, global positioning systems (GPS), satellite imagery, global weather information, diagnostic imagery
• Listing highlights of space exploration, including satellites, manned moon missions, the unmanned Mars mission, and an inhabited space station

• Identifying Alabama’s contribution to the space industry
  Unit D 1
  See also, Grade 5: 412

9. Describe the appearance and movement of Earth and its moon.

• Identifying waxing and waning of the moon in the night sky
  501

• Identifying lunar and solar eclipses
  502, 503

10. Describe the components of our solar system.
  520–521, 522–527, 528–533, 534–537

• Defining comets, asteroids, and meteors
  524
  See also, Grade 5.