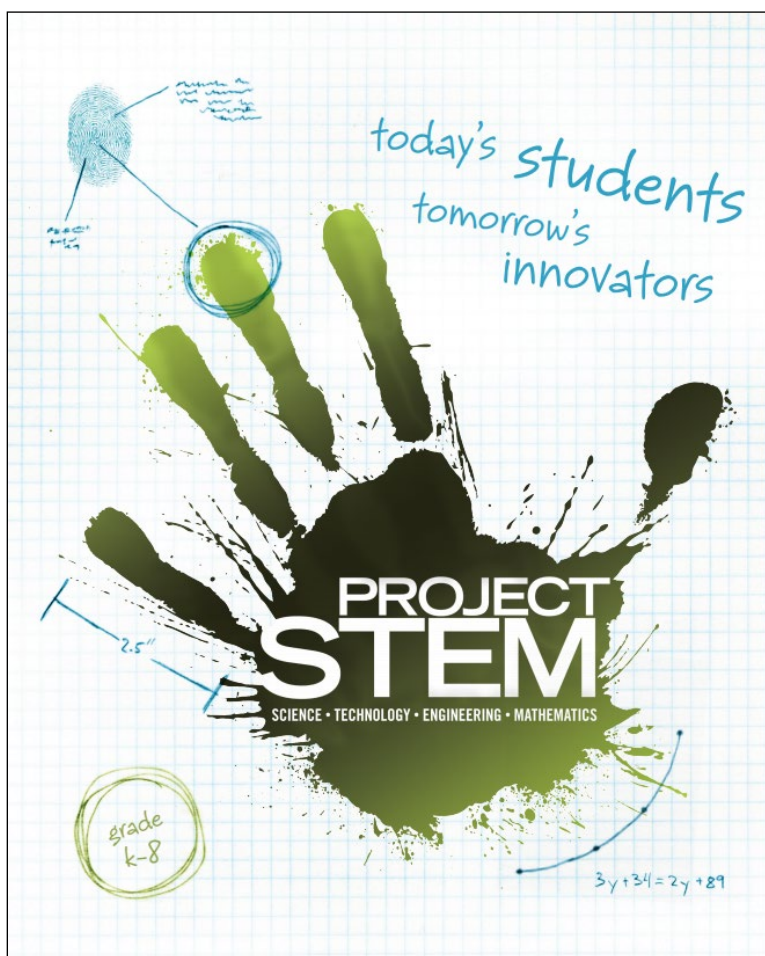


A Correlation of
Project STEM
Kindergarten-Grade 2



To the
Florida Science Standards
Grade 2

**A Correlation of Project STEM: Kindergarten-Grade 2
To the
Florida Science Standards for Grade 2**

Florida Science Standards Grade 2	Project STEM Kindergarten-Grade 2
SC.2.E.6.1 Recognize that Earth is made up of rocks. Rocks come in many sizes and shapes.	SE/TE: Designing Trails and Roads, 1T-26T
SC.2.E.6.2 Describe how small pieces of rock and dead plant and animal parts can be the basis of soil and explain the process by which soil is formed.	SE/TE: Designing Trails and Roads, 1T-26T
SC.2.E.6.3 Classify soil types based on color, texture (size of particles), the ability to retain water, and the ability to support the growth of plants.	SE/TE: Designing Trails and Roads, 1T-26T
SC.2.E.7.1 Compare and describe changing patterns in nature that repeat themselves, such as weather conditions including temperature and precipitation, day to day and season to season.	SE/TE: Building a Rain Gauge, 1R-25R
SC.2.E.7.2 Investigate by observing and measuring, that the Sun's energy directly and indirectly warms the water, land, and air.	SE/TE: Building a Greenhouse, 1G-25G Building a Rain Gauge, 1R-25R
SC.2.E.7.3 Investigate, observe and describe how water left in an open container disappears (evaporates), but water in a closed container does not disappear (evaporate).	SE/TE: Building a Rain Gauge, 1R-25R
SC.2.E.7.4 Investigate that air is all around us and that moving air is wind.	SE/TE: Building Boats, 1B-26B Building a Rain Gauge, 1R-25R
SC.2.E.7.5 State the importance of preparing for severe weather, lightning, and other weather related events.	For supporting content, please see: SE/TE: Designing Trails and Roads, 1T-26T Building a Rain Gauge, 1R-25R
SC.2.L.16.1 Observe and describe major stages in the life cycles of plants and animals, including beans and butterflies.	SE/TE: Building a Greenhouse, 1G-25G
SC.2.L.17.1 Compare and contrast the basic needs that all living things, including humans, have for survival.	SE/TE: Building a Bug Box, 1B-26B Building a Greenhouse, 1G-25G Building a Rain Gauge, 1R-25R
SC.2.L.17.2 Recognize and explain that living things are found all over Earth, but each is only able to live in habitats that meet its basic needs.	SE/TE: Building a Bug Box, 1B-26B Building a Greenhouse, 1G-25G

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Florida Science Standards Grade 2	Project STEM Kindergarten-Grade 2
SC.2.N.1.1 Raise questions about the natural world, investigate them in teams through free exploration and systematic observations, and generate appropriate explanations based on those explorations.	SE/TE: Building Boats, 1B-26B Designing Recycled Paper, 1P-25P Building a Bug Box, 1B-26B Building a Greenhouse, 1G-25G Designing Trails and Roads, 1T-26T Building a Rain Gauge, 1R-25R
SC.2.N.1.2 Compare the observations made by different groups using the same tools.	SE/TE: Building Boats, 1B-26B Designing Recycled Paper, 1P-25P Building a Bug Box, 1B-26B Building a Greenhouse, 1G-25G Designing Trails and Roads, 1T-26T Building a Rain Gauge, 1R-25R
SC.2.N.1.3 Ask 'how do you know?' in appropriate situations and attempt reasonable answers when asked the same question by others.	SE/TE: Designing Recycled Paper, 1P-25P Building a Bug Box, 1B-26B Building a Greenhouse, 1G-25G Designing Trails and Roads, 1T-26T Building a Rain Gauge, 1R-25R
SC.2.N.1.4 Explain how particular scientific investigations should yield similar conclusions when repeated.	For supporting content, please see: SE/TE: Building Boats, 1B-26B Designing Recycled Paper, 1P-25P
SC.2.N.1.5 Distinguish between empirical observation (what you see, hear, feel, smell, or taste) and ideas or inferences (what you think).	SE/TE: Building Boats, 1B-26B Designing Recycled Paper, 1P-25P Building a Greenhouse, 1G-25G Designing Trails and Roads, 1T-26T Building a Rain Gauge, 1R-25R
SC.2.N.1.6 Explain how scientists alone or in groups are always investigating new ways to solve problems.	SE/TE: Building Boats, 1B-26B Designing Recycled Paper, 1P-25P Building a Bug Box, 1B-26B Building a Greenhouse, 1G-25G Designing Trails and Roads, 1T-26T Building a Rain Gauge, 1R-25R
SC.2.P.8.1 Observe and measure objects in terms of their properties, including size, shape, color, temperature, weight, texture, sinking or floating in water, and attraction and repulsion of magnets.	SE/TE: Building Boats, 1B-26B Designing Recycled Paper, 1P-25P Building a Greenhouse, 1G-25G Designing Trails and Roads, 1T-26T
SC.2.P.8.2 Identify objects and materials as solid, liquid, or gas.	For supporting content, please see: SE/TE: Designing Recycled Paper, 1P-25P

SE = Student Edition

TE = Teacher's Edition

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Florida Science Standards Grade 2	Project STEM Kindergarten-Grade 2
SC.2.P.8.3 Recognize that solids have a definite shape and that liquids and gases take the shape of their container.	SE/TE: Designing Recycled Paper, 1P-25P
SC.2.P.8.4 Observe and describe water in its solid, liquid, and gaseous states.	SE/TE: Building a Rain Gauge, 1R-25R
SC.2.P.8.5 Measure and compare temperatures taken every day at the same time.	For supporting content, please see: SE/TE: Building a Rain Gauge, 1R-25R
SC.2.P.8.6 Measure and compare the volume of liquids using containers of various shapes and sizes.	SE/TE: Building a Rain Gauge, 1R-25R
SC.2.P.9.1 Investigate that materials can be altered to change some of their properties, but not all materials respond the same way to any one alteration.	SE/TE: Designing Recycled Paper, 1P-25P Designing Trails and Roads, 1T-26T
SC.2.P.10.1 Discuss that people use electricity or other forms of energy to cook their food, cool or warm their homes, and power their cars.	For supporting content, please see: SE/TE: Building a Greenhouse, 1G-25G
SC.2.P.13.1 Investigate the effect of applying various pushes and pulls on different objects.	For supporting content, please see: SE/TE: Building Boats, 1B-26B Building a Rain Gauge, 1R-25R
SC.2.P.13.3 Recognize that objects are pulled toward the ground unless something holds them up.	SE/TE: Building Boats, 1B-26B
SC.2.P.13.4 Demonstrate that the greater the force (push or pull) applied to an object, the greater the change in motion of the object.	For supporting content, please see: SE/TE: Building Boats, 1B-26B

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