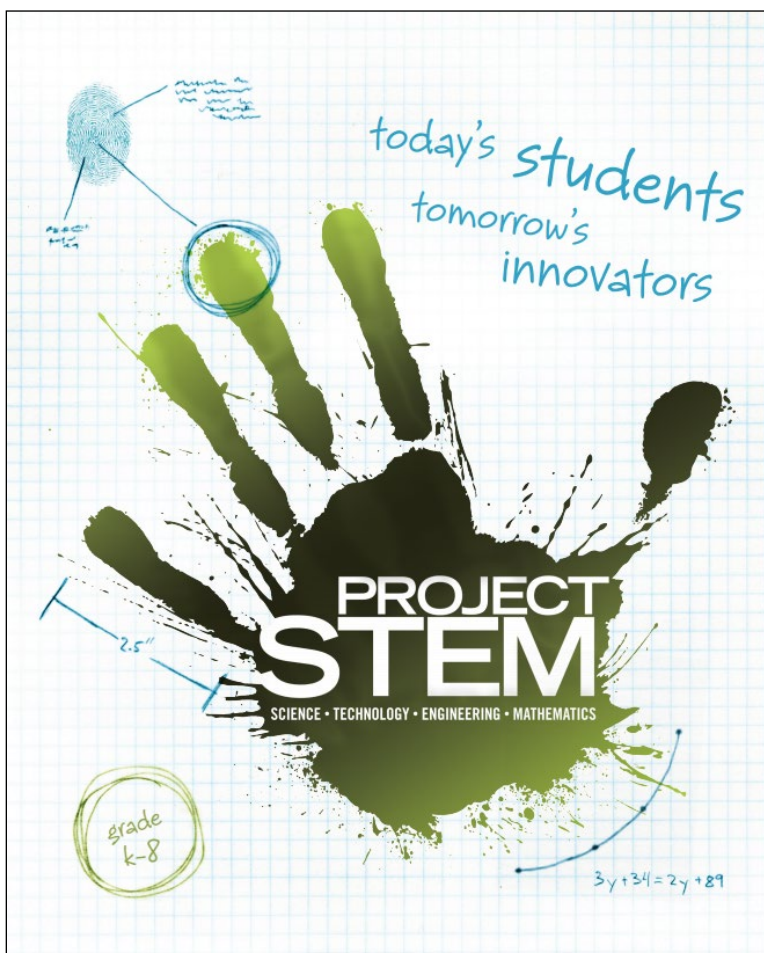


A Correlation of
Project STEM
Grades 3-5



To the
Florida Science Standards
Grade 3

**A Correlation of Project STEM: Grades 3-5
To the
Florida Science Standards for Grade 3**

Florida Science Standards Grade 3	Project STEM Grades 3-5
SC.3.E.5.2 Identify the Sun as a star that emits energy; some of it in the form of light.	SE/TE: Designing Bird Feeders, 1B-17B
SC.3.E.5.3 Recognize that the Sun appears large and bright because it is the closest star to Earth.	For supporting content, please see: SE/TE: Designing Bird Feeders, 1B-17B
SC.3.E.5.4 Explore the Law of Gravity by demonstrating that gravity is a force that can be overcome.	SE/TE: Designing Bridges, 1B-18B
SC.3.E.6.1 Demonstrate that radiant energy from the Sun can heat objects and when the Sun is not present, heat may be lost.	For supporting content, please see: SE/TE: Designing Bird Feeders, 1B-17B
SC.3.L.14.1 Describe structures in plants and their roles in food production, support, water and nutrient transport, and reproduction.	For supporting content, please see: SE/TE: Building a Spirometer, 1S-15S
SC.3.N.1.5 Recognize that scientists question, discuss, and check each other's' evidence and explanations.	SE/TE: Building for Erosion, 1E-14E Control Designing a Greener Cleaner, 1G-18G Building a Super Sneaker, 1S-14S Designing Bridges, 1B-18B Designing Bird Feeders, 1B-17B Building a Spirometer, 1S-15S
SC.3.N.1.6 Infer based on observation.	SE/TE: Building a Spirometer, 1S-15S
SC.3.N.1.7 Explain that empirical evidence is information, such as observations or measurements, that is used to help validate explanations of natural phenomena.	SE/TE: Building for Erosion, 1E-14E Control Designing a Greener Cleaner, 1G-18G Building a Super Sneaker, 1S-14S Designing Bridges, 1B-18B Designing Bird Feeders, 1B-17B Building a Spirometer, 1S-15S
SC.3.N.3.1 Recognize that words in science can have different or more specific meanings than their use in everyday language; for example, energy, cell, heat/cold, and evidence.	SE/TE: Building for Erosion, 1E-14E Control Building a Super Sneaker, 1S-14S Designing Bird Feeders, 1B-17B

**A Correlation of Project STEM: Grades 3-5
To the
Florida Science Standards for Grade 3**

Florida Science Standards Grade 3	Project STEM Grades 3-5
SC.3.N.3.2 Recognize that scientists use models to help understand and explain how things work.	SE/TE: Building for Erosion, 1E-14E Control Designing a Greener Cleaner, 1G-18G Building a Super Sneaker, 1S-14S Designing Bridges, 1B-18B Designing Bird Feeders, 1B-17B Building a Spirometer, 1S-15S
SC.3.N.3.3 Recognize that all models are approximations of natural phenomena; as such, they do not perfectly account for all observations.	SE/TE: Building for Erosion, 1E-14E Control Designing a Greener Cleaner, 1G-18G Building a Super Sneaker, 1S-14S Designing Bridges, 1B-18B Designing Bird Feeders, 1B-17B Building a Spirometer, 1S-15S
SC.3.P.8.2 Measure and compare the mass and volume of solids and liquids.	SE/TE: Building for Erosion, 1E-14E Control Designing a Greener Cleaner, 1G-18G Building a Super Sneaker, 1S-14S
SC.3.P.8.3 Compare materials and objects according to properties such as size, shape, color, texture, and hardness.	SE/TE: Building for Erosion, 1E-14E Control Building a Super Sneaker, 1S-14S
SC.3.P.10.1 Identify some basic forms of energy such as light, heat, sound, electrical, and mechanical.	SE/TE: Designing a Greener Cleaner, 1G-18G Designing Bird Feeders, 1B-17B
SC.3.P.10.2 Recognize that energy has the ability to cause motion or create change.	SE/TE: Building for Erosion, 1E-14E Control Designing a Greener Cleaner, 1G-18G Designing Bird Feeders, 1B-17B
SC.3.P.10.3 Demonstrate that light travels in a straight line until it strikes an object or travels from one medium to another.	SE/TE: Designing a Greener Cleaner, 1G-18G
SC.3.P.10.4 Demonstrate that light can be reflected, refracted, and absorbed.	SE/TE: Designing a Greener Cleaner, 1G-18G

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