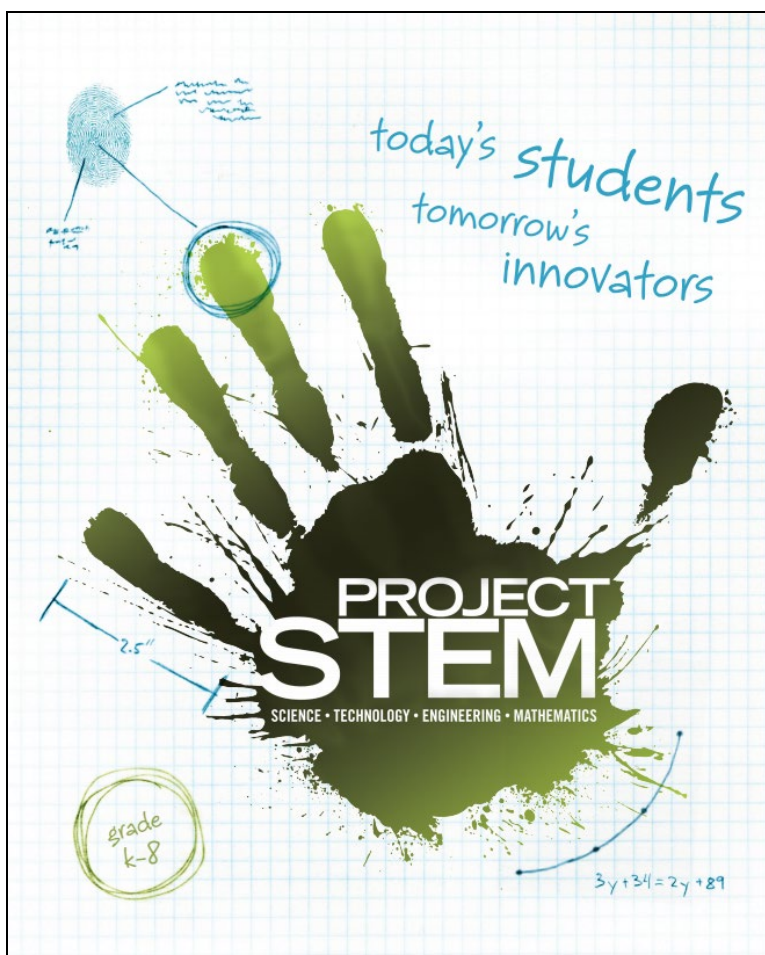


A Correlation of
Project STEM
Grades 3-5



To the
Florida Science Standards
Grade 5

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

Florida Science Standards Grade 5	Project STEM Grades 3-5
SC.5.E.7.4 Distinguish among the various forms of precipitation (rain, snow, sleet, and hail), making connections to the weather in a particular place and time.	For supporting content, please see: SE/TE: Building for Erosion, 1E-14E Control
SC.5.E.7.7 Design a family preparedness plan for natural disasters and identify the reasons for having such a plan.	For supporting content, please see: SE/TE: Building for Erosion, 1E-14E Control
SC.5.L.14.1 Identify the organs in the human body and describe their functions, including the skin, brain, heart, lungs, stomach, liver, intestines, pancreas, muscles and skeleton, reproductive organs, kidneys, bladder, and sensory organs.	SE/TE: Building a Spirometer, 1S-15S
SC.5.L.14.2 Compare and contrast the function of organs and other physical structures of plants and animals, including humans, for example: some animals have skeletons for support -- some with internal skeletons others with exoskeletons -- while some plants have stems for support.	For supporting content, please see: SE/TE: Designing Bird Feeders, 1B-17B Building a Spirometer, 1S-15S
SC.5.L.15.1 Describe how, when the environment changes, differences between individuals allow some plants and animals to survive and reproduce while others die or move to new locations.	For supporting content, please see: SE/TE: Designing a Greener Cleaner, 1G-18G Designing Bird Feeders, 1B-17B
SC.5.L.17.1 Compare and contrast adaptations displayed by animals and plants that enable them to survive in different environments such as life cycles variations, animal behaviors and physical characteristics.	SE/TE: Designing Bird Feeders, 1B-17B
SC.5.N.1.1 Define a problem, use appropriate reference materials to support scientific understanding, plan and carry out scientific investigations of various types such as: systematic observations, experiments requiring the identification of variables, collecting and organizing data, interpreting data in charts, tables, and graphics, analyze information, make predictions, and defend conclusions.	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.5.N.1.2 Explain the difference between an experiment and other types of scientific investigation.	For supporting content, please see: 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

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SC.5.N.1.3 Recognize and explain the need for repeated experimental trials.	SE/TE: Building for Erosion, 1E-14E Control Building a Spirometer, 1S-15S
SC.5.N.1.4 Identify a control group and explain its importance in an experiment.	SE/TE: Building a Spirometer, 1S-15S
SC.5.N.1.5 Recognize and explain that authentic scientific investigation frequently does not parallel the steps of 'the scientific method.'	For supporting content, please see: 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.5.N.1.6 Recognize and explain the difference between personal opinion/interpretation and verified observation.	For supporting content, please see: SE/TE: Building for Erosion, 1E-14E Control Designing a Greener Cleaner, 1G-18G Building a Spirometer, 1S-15S
SC.5.N.2.1 Recognize and explain that science is grounded in empirical observations that are testable; explanation must always be linked with evidence.	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.5.N.2.2 Recognize and explain that when scientific investigations are carried out, the evidence produced by those investigations should be replicable by others.	For supporting content, please see: 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.5.P.8.1 Compare and contrast the basic properties of solids, liquids, and gases, such as mass, volume, color, texture, and temperature.	SE/TE: Building a Super Sneaker, 1S-14S
SC.5.P.8.2 Investigate and identify materials that will dissolve in water and those that will not and identify the conditions that will speed up or slow down the dissolving process.	SE/TE: Designing a Greener Cleaner, 1G-18G Building a Super Sneaker, 1S-14S

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SC.5.P.8.4 Explore the scientific theory of atoms (also called atomic theory) by recognizing that all matter is composed of parts that are too small to be seen without magnification.	SE/TE: Building a Super Sneaker, 1S-14S Designing Bird Feeders, 1B-17B
SC.5.P.9.1 Investigate and describe that many physical and chemical changes are affected by temperature.	SE/TE: Building a Spirometer, 1S-15S
SC.5.P.10.1 Investigate and describe some basic forms of energy, including light, heat, sound, electrical, chemical, and mechanical.	SE/TE: Designing a Greener Cleaner, 1G-18G Designing Bird Feeders, 1B-17B
SC.5.P.10.2 Investigate and explain 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 Bridges, 1B-18B Designing Bird Feeders, 1B-17B
SC.5.P.10.4 Investigate and explain that electrical energy can be transformed into heat, light, and sound energy, as well as the energy of motion.	For supporting content, please see: SE/TE: Designing a Greener Cleaner, 1G-18G
SC.5.P.11.1 Investigate and illustrate the fact that the flow of electricity requires a closed circuit (a complete loop).	For supporting content, please see: SE/TE: Designing a Greener Cleaner, 1G-18G
SC.5.P.11.2 Identify and classify materials that conduct electricity and materials that do not.	For supporting content, please see: SE/TE: Designing a Greener Cleaner, 1G-18G
SC.5.P.13.1 Identify familiar forces that cause objects to move, such as pushes or pulls, including gravity acting on falling objects.	SE/TE: Designing Bridges, 1B-18B
SC.5.P.13.2 Investigate and describe that the greater the force applied to it, the greater the change in motion of a given object.	SE/TE: Designing Bridges, 1B-18B
SC.5.P.13.3 Investigate and describe that the more mass an object has, the less effect a given force will have on the object's motion.	SE/TE: Designing Bridges, 1B-18B
SC.5.P.13.4 Investigate and explain that when a force is applied to an object but it does not move, it is because another opposing force is being applied by something in the environment so that the forces are balanced.	SE/TE: Designing Bridges, 1B-18B