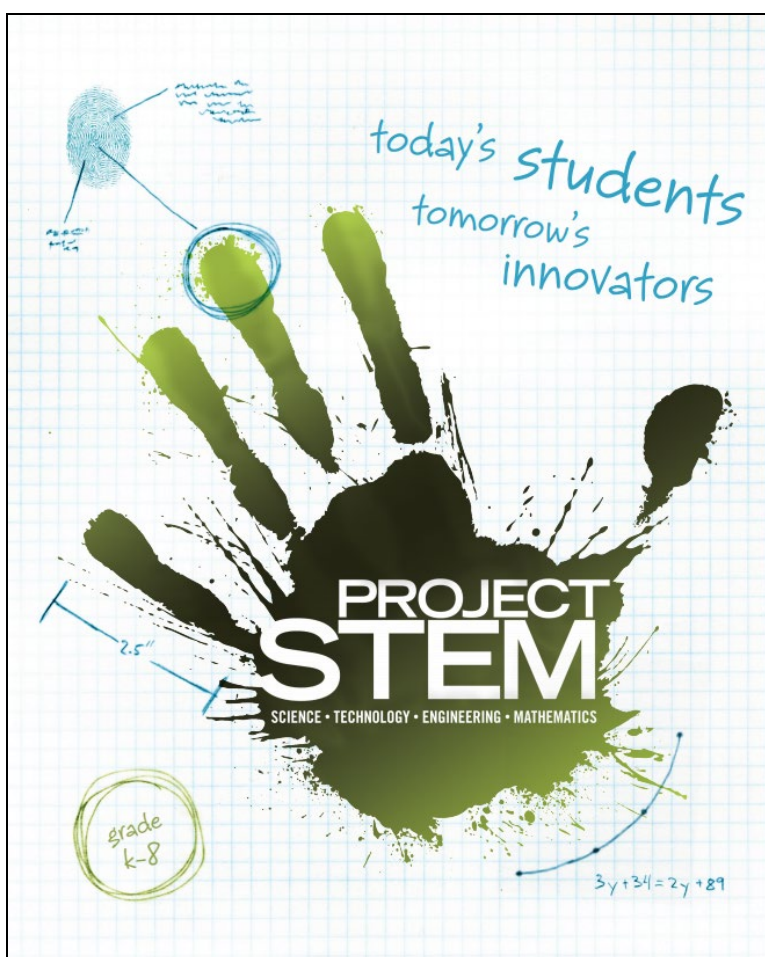


A Correlation of
Project STEM
Grades 6-8



To the
Florida Science Standards
Grade 6

**A Correlation of Project STEM: Grades 6-8
To the
Florida Science Standards for Grade 6**

Florida Science Standards Grade 6	Project STEM Grades 6-8
SC.6.E.6.1 Describe and give examples of ways in which Earth's surface is built up and torn down by physical and chemical weathering, erosion, and deposition.	For supporting content, please see: SE/TE: Building for Earthquakes, 1E-23E Designing Eco-Friendly Dams, 1D-22D
SC.6.E.6.2 Recognize that there are a variety of different landforms on Earth's surface such as coastlines, dunes, rivers, mountains, glaciers, deltas, and lakes and relate these landforms as they apply to Florida.	For supporting content, please see: SE/TE: Building for Earthquakes, 1E-23E Designing Eco-Friendly Dams, 1D-22D Designing a Water Purification System, 1W-22W
SC.6.E.7.1 Differentiate among radiation, conduction, and convection, the three mechanisms by which heat is transferred through Earth's system.	SE/TE: Designing Space Vehicles, 1S-21S
SC.6.E.7.2 Investigate and apply how the cycling of water between the atmosphere and hydrosphere has an effect on weather patterns and climate.	For supporting content, please see: SE/TE: Designing Eco-Friendly Dams, 1D-22D Designing a Water Purification System, 1W-22W
SC.6.E.7.4 Differentiate and show interactions among the geosphere, hydrosphere, cryosphere, atmosphere, and biosphere.	SE/TE: Designing Eco-Friendly Dams, 1D-22D Designing a Water Purification System, 1W-22W
SC.6.E.7.7 Investigate how natural disasters have affected human life in Florida.	For supporting content, please see: SE/TE: Building for Earthquakes, 1E-23E Designing a Water Purification System, 1W-22W
SC.6.L.14.1 Describe and identify patterns in the hierarchical organization of organisms from atoms to molecules and cells to tissues to organs to organ systems to organisms.	SE/TE: Designing Prosthetic Devices, 1P-22P Designing a Water Purification System, 1W-22W
SC.6.L.14.2 Investigate and explain the components of the scientific theory of cells (cell theory): all organisms are composed of cells (single-celled or multi-cellular), all cells come from pre-existing cells, and cells are the basic unit of life.	SE/TE: Designing Prosthetic Devices, 1P-22P
SC.6.L.14.3 Recognize and explore how cells of all organisms undergo similar processes to maintain homeostasis, including extracting energy from food, getting rid of waste, and reproducing.	For supporting content, please see: SE/TE: Designing Prosthetic Devices, 1P-22P

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SC.6.L.14.5 Identify and investigate the general functions of the major systems of the human body (digestive, respiratory, circulatory, reproductive, excretory, immune, nervous, and musculoskeletal) and describe ways these systems interact with each other to maintain homeostasis.	SE/TE: Designing Prosthetic Devices, 1P-22P Designing Eco-Friendly Dams, 1D-22D
SC.6.L.14.6 Compare and contrast types of infectious agents that may infect the human body, including viruses, bacteria, fungi, and parasites.	For supporting content, please see: SE/TE: Designing a Water Purification System, 1W-22W
SC.6.N.1.1 Define a problem from the sixth grade curriculum, use appropriate reference materials to support scientific understanding, plan and carry out scientific investigation of various types, such as systematic observations or experiments, identify variables, collect and organize data, interpret data in charts, tables, and graphics, analyze information, make predictions, and defend conclusions.	SE/TE: Building for Earthquakes, 1E-23E Designing Space Vehicles, 1S-21S Designing Prosthetic Devices, 1P-22P Designing Eco-Friendly Dams, 1D-22D Designing Roller Coasters, 1R-22R Designing a Water Purification System, 1W-22W
SC.6.N.1.2 Explain why scientific investigations should be replicable.	For supporting content, please see: SE/TE: Building for Earthquakes, 1E-23E Designing Space Vehicles, 1S-21S Designing Prosthetic Devices, 1P-22P Designing Eco-Friendly Dams, 1D-22D Designing Roller Coasters, 1R-22R Designing a Water Purification System, 1W-22W
SC.6.N.1.3 Explain the difference between an experiment and other types of scientific investigation, and explain the relative benefits and limitations of each.	For supporting content, please see: SE/TE: Building for Earthquakes, 1E-23E Designing Space Vehicles, 1S-21S Designing Prosthetic Devices, 1P-22P Designing Eco-Friendly Dams, 1D-22D Designing Roller Coasters, 1R-22R Designing a Water Purification System, 1W-22W
SC.6.N.1.4 Discuss, compare, and negotiate methods used, results obtained, and explanations among groups of students conducting the same investigation.	SE/TE: Building for Earthquakes, 1E-23E Designing Space Vehicles, 1S-21S Designing Prosthetic Devices, 1P-22P Designing Eco-Friendly Dams, 1D-22D Designing Roller Coasters, 1R-22R Designing a Water Purification System, 1W-22W

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SC.6.N.1.5 Recognize that science involves creativity, not just in designing experiments, but also in creating explanations that fit evidence.	SE/TE: Building for Earthquakes, 1E-23E Designing Space Vehicles, 1S-21S Designing Prosthetic Devices, 1P-22P Designing Eco-Friendly Dams, 1D-22D Designing Roller Coasters, 1R-22R Designing a Water Purification System, 1W-22W
SC.6.N.2.1 Distinguish science from other activities involving thought.	For supporting content, please see: SE/TE: Building for Earthquakes, 1E-23E
SC.6.N.2.2 Explain that scientific knowledge is durable because it is open to change as new evidence or interpretations are encountered.	SE/TE: Designing Space Vehicles, 1S-21S
SC.6.N.2.3 Recognize that scientists who make contributions to scientific knowledge come from all kinds of backgrounds and possess varied talents, interests, and goals.	SE/TE: Building for Earthquakes, 1E-23E Designing Space Vehicles, 1S-21S Designing Prosthetic Devices, 1P-22P Designing Eco-Friendly Dams, 1D-22D Designing Roller Coasters, 1R-22R Designing a Water Purification System, 1W-22W
SC.6.N.3.2 Recognize and explain that a scientific law is a description of a specific relationship under given conditions in the natural world. Thus, scientific laws are different from societal laws.	For supporting content, please see: SE/TE: Designing Space Vehicles, 1S-21S
SC.6.N.3.3 Give several examples of scientific laws.	SE/TE: Designing Space Vehicles, 1S-21S
SC.6.N.3.4 Identify the role of models in the context of the sixth grade science benchmarks.	For supporting content, please see: SE/TE: Building for Earthquakes, 1E-23E Designing Space Vehicles, 1S-21S Designing Prosthetic Devices, 1P-22P Designing Eco-Friendly Dams, 1D-22D Designing Roller Coasters, 1R-22R Designing a Water Purification System, 1W-22W
SC.6.P.11.1 Explore the Law of Conservation of Energy by differentiating between potential and kinetic energy. Identify situations where kinetic energy is transformed into potential energy and vice versa.	SE/TE: Designing Roller Coasters, 1R-22R
SC.6.P.12.1 Measure and graph distance versus time for an object moving at a constant speed. Interpret this relationship.	For supporting content, please see: SE/TE: Designing Roller Coasters, 1R-22R

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SC.6.P.13.1 Investigate and describe types of forces including contact forces and forces acting at a distance, such as electrical, magnetic, and gravitational.	SE/TE: Building for Earthquakes, 1E-23E Designing Space Vehicles, 1S-21S Designing Roller Coasters, 1R-22R
SC.6.P.13.2 Explore the Law of Gravity by recognizing that every object exerts gravitational force on every other object and that the force depends on how much mass the objects have and how far apart they are.	SE/TE: Designing Roller Coasters, 1R-22R
SC.6.P.13.3 Investigate and describe that an unbalanced force acting on an object changes its speed, or direction of motion, or both.	SE/TE: Designing Roller Coasters, 1R-22R

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