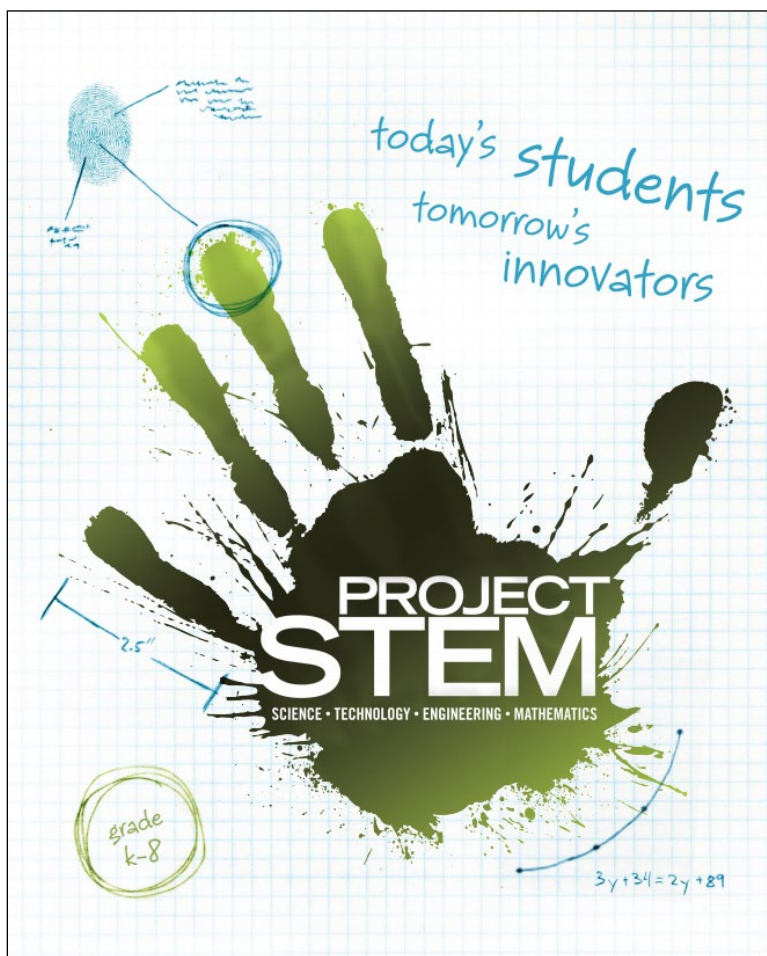


A Correlation of
Project STEM
Grades 6-8



To the
Florida Science Standards
Grade 7

**A Correlation of Project STEM: Grades 6-8
To the
Florida Science Standards for Grade 7**

Florida Science Standards Grade 7	Project STEM Grades 6-8
SC.7.E.6.1 Describe the layers of the solid Earth, including the lithosphere, the hot convecting mantle, and the dense metallic liquid and solid cores.	SE/TE: Building for Earthquakes, 1E-23E
SC.7.E.6.2 Identify the patterns within the rock cycle and relate them to surface events (weathering and erosion) and sub-surface events (plate tectonics and mountain building).	For supporting content, please see: SE/TE: Building for Earthquakes, 1E-23E
SC.7.E.6.4 Explain and give examples of how physical evidence supports scientific theories that Earth has evolved over geologic time due to natural processes.	For supporting content, please see: SE/TE: Building for Earthquakes, 1E-23E
SC.7.E.6.5 Explore the scientific theory of plate tectonics by describing how the movement of Earth's crustal plates causes both slow and rapid changes in Earth's surface, including volcanic eruptions, earthquakes, and mountain building.	SE/TE: Building for Earthquakes, 1E-23E
SC.7.E.6.6 Identify the impact that humans have had on Earth, such as deforestation, urbanization, desertification, erosion, air and water quality, changing the flow of water.	SE/TE: Designing Eco-Friendly Dams, 1D-22D Designing a Water Purification System, 1W-22W
SC.7.E.6.7 Recognize that heat flow and movement of material within Earth causes earthquakes and volcanic eruptions, and creates mountains and ocean basins.	SE/TE: Building for Earthquakes, 1E-23E
SC.7.L.15.1 Recognize that fossil evidence is consistent with the scientific theory of evolution that living things evolved from earlier species.	For supporting content, please see: SE/TE: Designing Eco-Friendly Dams, 1D-22D
SC.7.L.15.2 Explore the scientific theory of evolution by recognizing and explaining ways in which genetic variation and environmental factors contribute to evolution by natural selection and diversity of organisms.	For supporting content, please see: SE/TE: Designing Eco-Friendly Dams, 1D-22D
SC.7.L.15.3 Explore the scientific theory of evolution by relating how the inability of a species to adapt within a changing environment may contribute to the extinction of that species.	SE/TE: Designing Eco-Friendly Dams, 1D-22D

**A Correlation of Project STEM: Grades 6-8
To the
Florida Science Standards for Grade 7**

Florida Science Standards Grade 7	Project STEM Grades 6-8
SC.7.L.16.1 Understand and explain that every organism requires a set of instructions that specifies its traits, that this hereditary information (DNA) contains genes located in the chromosomes of each cell, and that heredity is the passage of these instructions from one generation to another.	For supporting content, please see: SE/TE: Designing Eco-Friendly Dams, 1D-22D
SC.7.L.16.4 Recognize and explore the impact of biotechnology (cloning, genetic engineering, artificial selection) on the individual, society and the environment.	SE/TE: Designing Prosthetic Devices, 1P-22P
SC.7.L.17.1 Explain and illustrate the roles of and relationships among producers, consumers, and decomposers in the process of energy transfer in a food web.	SE/TE: Designing Eco-Friendly Dams, 1D-22D
SC.7.L.17.2 Compare and contrast the relationships among organisms such as mutualism, predation, parasitism, competition, and commensalism.	SE/TE: Designing Eco-Friendly Dams, 1D-22D
SC.7.L.17.3 Describe and investigate various limiting factors in the local ecosystem and their impact on native populations, including food, shelter, water, space, disease, parasitism, predation, and nesting sites.	For supporting content, please see: SE/TE: Designing Eco-Friendly Dams, 1D-22D
SC.7.N.1.1 Define a problem from the seventh 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.7.N.1.2 Differentiate replication (by others) from repetition (multiple trials).	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

**A Correlation of Project STEM: Grades 6-8
To the
Florida Science Standards for Grade 7**

Florida Science Standards Grade 7	Project STEM Grades 6-8
SC.7.N.1.3 Distinguish between an experiment (which must involve the identification and control of variables) and other forms of scientific investigation and explain that not all scientific knowledge is derived from experimentation.	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.7.N.1.4 Identify test variables (independent variables) and outcome variables (dependent variables) in an experiment.	SE/TE: Designing Space Vehicles, 1S-21S Designing Roller Coasters, 1R-22R Designing a Water Purification System, 1W-22W
SC.7.N.1.5 Describe the methods used in the pursuit of a scientific explanation as seen in different fields of science such as biology, geology, and physics.	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.7.N.1.6 Explain that empirical evidence is the cumulative body of observations of a natural phenomenon on which scientific explanations are based.	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.7.N.1.7 Explain that scientific knowledge is the result of a great deal of debate and confirmation within the science community.	For supporting content, please see: SE/TE: Designing Prosthetic Devices, 1P-22P
SC.7.N.2.1 Identify an instance from the history of science in which scientific knowledge has changed when new evidence or new interpretations are encountered.	SE/TE: Designing Space Vehicles, 1S-21S
SC.7.N.3.1 Recognize and explain the difference between theories and laws and give several examples of scientific theories and the evidence that supports them.	For supporting content, please see: SE/TE: Designing Space Vehicles, 1S-21S

**A Correlation of Project STEM: Grades 6-8
To the
Florida Science Standards for Grade 7**

Florida Science Standards Grade 7	Project STEM Grades 6-8
SC.7.N.3.2 Identify the benefits and limitations of the use of scientific models.	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.7.P.10.2 Observe and explain that light can be reflected, refracted, and/or absorbed.	SE/TE: Designing Prosthetic Devices, 1P-22P
SC.7.P.10.3 Recognize that light waves, sound waves, and other waves move at different speeds in different materials.	For supporting content, please see: SE/TE: Building for Earthquakes, 1E-23E
SC.7.P.11.1 Recognize that adding heat to or removing heat from a system may result in a temperature change and possibly a change of state.	SE/TE: Designing Space Vehicles, 1S-21S
SC.7.P.11.2 Investigate and describe the transformation of energy from one form to another.	SE/TE: Designing Roller Coasters, 1R-22R
SC.7.P.11.3 Cite evidence to explain that energy cannot be created nor destroyed, only changed from one form to another.	SE/TE: Designing Roller Coasters, 1R-22R
SC.7.P.11.4 Observe and describe that heat flows in predictable ways, moving from warmer objects to cooler ones until they reach the same temperature.	SE/TE: Designing Space Vehicles, 1S-21S

Copyright 2020 Savvas Learning Co, LLC.