

ELEMENTARY SCIENCE NGSSS BENCHMARKS CLARIFICATIONS AND COMMON CORE CONNECTIONS

KINDERGARTEN

BENCHMARKS	CLARIFICATIONS (Remarks/Examples)	COMMON CORE STATE STANDARDS CONNECTIONS
SC.K.N.1.1 Collaborate with a partner to collect information.		LACC.K.SL.1.1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
SC.K.N.1.2 Make observations of the natural world and know that they are descriptors collected using the five senses.		LACC.K.W.3.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
SC.K.N.1.5 Recognize that learning can come from careful observation.		MACC.K.12.MP.5: Use appropriate tools strategically; and, MACC.K.12.MP.6: Attend to precision.
SC.K.P.8.1 Sort objects by observable properties, such as size, shape, color, temperature (hot or cold), weight (heavy or light) and texture.	The use of the more familiar term “weight” instead of the term “mass” is recommended for grades K-2.	MACC.K.MD.2.3 Classify objects into given categories; count the numbers of objects in each category and sort the categories by count. Note: Limit category counts to be less than or equal to 10.
SC.K.L.14.3 Observe plants and animals, describe how they are alike and how they are different in the way they look and in the things they do.	Introduce comparing and contrasting plants and animals by observable physical characteristics and behaviors. Provide students with opportunities to make observations in classrooms and schoolyard environments.	

GRADE 1

BENCHMARKS	CLARIFICATIONS (Remarks/Examples)	COMMON CORE STATE STANDARDS (CCSS) CONNECTIONS
SC.1.N.1.1 Raise questions about the natural world, investigate them in teams through free exploration, and generate appropriate explanations based on those explorations.		LACC.1.SL.1.1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in groups.
SC.1.N.1.2 Using the five senses as tools, make careful observations, describe objects in terms of number, shape, texture, size, weight, color, and motion, and compare their observations with others.		LACC.1.W.3.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. * MACC.K12.MP.5: Use appropriate tools strategically.
SC.1.N.1.3 Keep records as appropriate - such as pictorial and written records - of investigations conducted.		MACC.1.MD.3.4. Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.
SC.1.N.1.4 Ask "how do you know?" in appropriate situations.		LACC.1.RI.2.4. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
SC.1.E.6.3 Recognize that some things in the world around us happen fast and some happen slowly.	Fast: volcanic eruptions, flooding, hurricanes. Slow: drought.	
SC.1.P.8.1 Sort objects by observable properties, such as size, shape, color, temperature (hot or cold), weight (heavy or light), texture, and whether objects sink or float.	The use of the more familiar term 'weight' instead of the term "mass" is recommended for grades K-2.	
SC.1.L.14.1 Make observations of living things and their environment using the five senses.	Integrate HE.1.C.1.6. Emphasize the correct names of human body parts.	

GRADE 2

BENCHMARKS	CLARIFICATIONS (Remarks/Examples)	COMMON CORE STATE STANDARDS (CCSS) CONNECTIONS
SC.2.N.1.2 Compare the observations made by different groups using the same tools.		LACC.2.SL.1.1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in groups. MACC.K12.MP.5: Use appropriate tools strategically.
SC.2.N.1.3 Ask "how do you know?" in appropriate situations and attempt reasonable answers when asked the same question by others.		LACC.2.W.3.8. Recall information from experiences or gather information from provided sources to answer a question.
SC.2.N.1.4 Explain how particular scientific investigations should yield similar conclusions when repeated.		MACC.2.MD.4.10. Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put-together, take-apart, and compare problems using information presented in a bar graph.
SC.2.N.1.5 Distinguish between empirical observation (what you see, hear, feel, smell, or taste) and ideas or inferences (what you think).		MACC.K12.MP.5: Use appropriate tools strategically.
SC.2.N.1.6 Explain how scientists alone or in groups are always investigating new ways to solve problems.		MACC.K12.MP.1: Make sense of problems and persevere in solving them.
SC.2.E.7.2 Investigate by observing and measuring, that the Sun's energy directly and indirectly warms the water, land, and air.		MACC.K12.MP.5: Use appropriate tools strategically; and, MACC.K12.MP.6: Attend to precision
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.	The use of the more familiar term 'weight' instead of the term "mass" is recommended for grades K-2.	MACC.K12.MP.5: Use appropriate tools strategically; and, MACC.K12.MP.6: Attend to precision.

GRADE 2 (Continued)

BENCHMARKS	CLARIFICATIONS (Remarks/Examples)	COMMON CORE STATE STANDARDS (CCSS) CONNECTIONS
SC.2.P.8.5 Measure and compare temperatures taken every day at the same time.		MACC.K12.MP.5: Use appropriate tools strategically; and, MACC.K12.MP.6: Attend to precision.
SC.2.P.8.6 Measure and compare the volume of liquids using containers of various shapes and sizes.	Recognize the volume of a sample of liquid is independent of the size and shape of the container.	MACC.K12.MP.5: Use appropriate tools strategically; and, MACC.K12.MP.6: Attend to precision
SC.2.L.14.1 Distinguish human body parts (brain, heart, lungs, stomach, muscles, and skeleton) and their basic functions.	Integrate HE.2.C.1.6. Recognize the locations and functions of major human organs. HE.2.B.3.2. Name healthy options to health-related issues and problems.	
SC.2.L.16.1 Observe and describe major stages in the life cycles of plants and animals, including beans and butterflies.	Other examples for life cycles: peanuts, frogs and meal worms.	
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.	Build on knowledge from grade 1 (food, air, water, space). Animals need air, food, water, shelter, and plants need air, water, nutrients, light.	

GRADE 3

BENCHMARKS	CLARIFICATIONS (Remarks/Examples)	COMMON CORE STATE STANDARDS (CCSS) CONNECTIONS
SC.3.N.1.1 Raise questions about the natural world, investigate them individually and in teams through free exploration and systematic investigations, and generate appropriate explanations based on those explorations.		LACC.3.SL.1.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly. MACC.K12.MP.1: Make sense of problems and persevere in solving them; MACC.K12.MP.3: Construct viable arguments and critique the reasoning of others.
SC.3.N.1.2 Compare the observations made by different groups using the same tools and seek reasons to explain the differences across groups.		LACC.3.SL.1.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly. MACC.K12.MP.5: Use appropriate tools strategically; and, MACC.K12.MP.8: Look for and express regularity in repeated reasoning.
SC.3.N.1.3 Keep records as appropriate, such as pictorial, written, or simple charts and graphs, of investigations conducted.		MACC.K12.MP.5: Use appropriate tools strategically; and, MACC.K12.MP.6: Attend to precision.
SC.3.N.1.4 Recognize the importance of communication among scientists.		LACC.3.RI.1.3. Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.

BENCHMARKS	CLARIFICATIONS (Remarks/Examples)	COMMON CORE STATE STANDARDS (CCSS) CONNECTIONS
SC.3.N.1.5 Recognize that scientists question, discuss, and check each others' evidence and explanations.		MACC.K12.MP.3: Construct viable arguments and critique the reasoning of others.
SC.3.N.1.6 Infer based on observation.		MACC.K12.MP.6: Attend to precision.
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.		MACC.K12.MP.5: Use appropriate tools strategically.
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.		LACC.3.RI.2.4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
SC.3.N.3.2 Recognize that scientists use models to help understand and explain how things work.		MACC.K12.MP.4: Model with mathematics.
SC.3.N.3.3 Recognize that all models are approximations of natural phenomena; as such, they do not perfectly account for all observations.		MACC.K12.MP.4: Model with mathematics.
SC.3.P.8.1 Measure and compare temperatures of various samples of solids and liquids.		MACC.K12.MP.5: Use appropriate tools strategically; and, MACC.K12.MP.6: Attend to precision.
SC.3.P.8.2 Measure and compare the mass and volume of solids and liquids.	Introduce the term mass as compared to the term weight.	MACC.3.MD.1.2; MACC.K12.MP.5: Use appropriate tools strategically; and, MACC.K12.MP.6: Attend to precision.
SC.3.P.8.3 Compare materials and objects according to properties such as size, shape, color, texture, and hardness.		MACC.3.MD.2.4; MACC.K12.MP.5: Use appropriate tools strategically; and, MACC.K12.MP.6: Attend to precision.

<p>SC.3.L.14.1 Describe structures in plants and their roles in food production, support, water and nutrient transport, and reproduction.</p>	<p>Annually assessed on Grade 5 Science FCAT 2.0. Also assesses SC.3.L.14.2 and SC.4.L.16.1. Integrate for compare/contrast</p>	<p>HE.3.C.1.5. Recognize that body parts and organs work together to form human body systems.</p>
<p>GRADE 4 SCIENCE</p>		
<p>BENCHMARKS</p>	<p>CLARIFICATIONS (Remarks/Examples)</p>	<p>COMMON CORE STATE STANDARDS (CCSS) CONNECTIONS</p>
<p>SC.4.N.1.1 Raise questions about the natural world, use appropriate reference materials that support understanding to obtain information (identifying the source), conduct both individual and team investigations through free exploration and systematic investigations, and generate appropriate explanations based on those explorations.</p>		<p>LACC.4.RI.1.3. Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text. MACC.K12.MP.1: Make sense of problems and persevere in solving them; MACC.K12.MP.3: Construct viable arguments and critique the reasoning of others.</p>
<p>SC.4.N.1.2 Compare the observations made by different groups using multiple tools and seek reasons to explain the differences across groups.</p>		<p>LACC.4.SL.1.1. Engage effectively in a range of collaborative discussions with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly. MACC.K12.MP.4: Model with mathematics; MACC.K12.MP.5: Use appropriate tools strategically.</p>

<p>SC.4.N.1.4 Attempt reasonable answers to scientific questions and cite evidence in support.</p>		<p>LACC.4.W.3.8. Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources. LACC.4.W.3.9. Draw evidence from literary or informational texts to support analysis, reflection, and research. MACC.K12.MP.1: Make sense of problems and persevere in solving them; MACC.K12.MP.2: Reason abstractly and quantitatively.</p>
<p>SC.4.N.1.5 Compare the methods and results of investigations done by other classmates.</p>		<p>MACC.K12.MP.6: Attend to precision.</p>
<p>SC.4.N.1.6 Keep records that describe observations made, carefully distinguishing actual observations from ideas and inferences about the observations.</p>		<p>MACC.K12.MP.5: Use appropriate tools strategically; MACC.K12.MP.6: Attend to precision.</p>
<p>SC.4.N.1.7 Recognize and explain that scientists base their explanations on evidence.</p>		<p>MACC.K12.MP.1: Make sense of problems and persevere in solving them.</p>
<p>SC.4.N.1.8 Recognize that science involves creativity in designing experiments.</p>		<p>MACC.K12.MP.5: Use appropriate tools strategically.</p>
<p>SC.4.N.3.1 Explain that models can be three dimensional, two dimensional, an explanation in your mind, or a computer model.</p>		<p>MACC.K12.MP.2: Reason abstractly and quantitatively; MACC.K12.MP.4: Model with mathematics.</p>
<p>SC.4.E.5.1 Observe that the patterns of stars in the sky stay the same although they appear to shift across the sky nightly, and different stars can be seen in different seasons.</p>		<p>MACC.K12.MP.2: Reason abstractly and quantitatively.</p>

SC.4.E.5.3 Recognize that Earth revolves around the Sun in a year and rotates on its axis in a 24-hour day.		MACC.K12.MP.2: Reason abstractly and quantitatively.
SC.4.E.5.4 Relate that the rotation of Earth (day and night) and apparent movements of the Sun, Moon, and stars are connected.	Annually assessed on Grade 5 Science FCAT 2.0. Also assesses SC.4.E.5.1, SC.4.E.5.2, and SC.4.E.5.3.	MACC.K12.MP.2: Reason abstractly and quantitatively.
SC.4.E.6.2 Identify the physical properties of common earth-forming minerals, including hardness, color, luster, cleavage, and streak color, and recognize the role of minerals in the formation of rocks.	Annually assessed on Grade 5 Science FCAT 2.0. Also assesses SC.4.E.6.1.	
SC.4.E.6.3 Recognize that humans need resources found on Earth and that these are either renewable or nonrenewable.	Annually assessed on Grade 5 Science FCAT 2.0. Also assesses SC.4.E.6.1.	
SC.4.E.6.4 Describe the basic differences between physical weathering (breaking down of rock by wind, water, ice, temperature change, and plants) and erosion (movement of rock by gravity, wind, water, and ice).	Annually assessed on Grade 5 Science FCAT 2.0.	
SC.4.E.6.5 Investigate how technology and tools help to extend the ability of humans to observe very small things and very large things.		MACC.K12.MP.5: Use appropriate tools strategically.
SC.4.P.8.1 Measure and compare objects and materials based on their physical properties including: mass, shape, volume, color, hardness, texture, odor, taste, attraction to magnets.	Investigate the concept of weight versus mass of objects.	MACC.K12.MP.5: Use appropriate tools strategically; MACC.K12.MP.6: Attend to precision.
SC.4.P.8.3 Explore the Law of Conservation of Mass by demonstrating that the mass of a whole object is always the same as the sum of the masses of its parts.	Investigate the concept of weight versus mass of objects.	MACC.K12.MP.5: Use appropriate tools strategically; MACC.K12.MP.6: Attend to precision.

<p>SC.4.P.11.1 Recognize that heat flows from a hot object to a cold object and that heat flow may cause materials to change temperature.</p>	<p>Recognize that heat energy, or heat waves, flow from hot to cold and this flow of energy (wave energy) may cause materials to change temperature.</p>	
<p>SC.4.L.16.2 Explain that although characteristics of plants and animals are inherited, some characteristics can be affected by the environment.</p>	<p>Integrate HE.4.C.1.6. Identify the human body parts and organs that work together to form healthy body systems.</p>	
<p>SC.4.L.16.4 Compare and contrast the major stages in the life cycles of Florida plants and animals, such as those that undergo incomplete and complete metamorphosis, and flowering and nonflowering seed-bearing plants.</p>	<p>Annually assessed on Grade 5 Science FCAT 2.0.</p>	
<p>SC.4.L.17.3 Trace the flow of energy from the Sun as it is transferred along the food chain through the producers to the consumers.</p>	<p>Annually assessed on Grade 5 Science FCAT 2.0. Also assesses SC.3.L.17.2 and SC.4.L.17.2.</p>	
<p>SC.4.L.17.4 Recognize ways plants and animals, including humans, can impact the environment.</p>	<p>Introduce the impacts of invasive species, such as Brazilian pepper, Cuban anole, Kudzu, Australian pine, non-native pets released into wild (Burmese python). Ocean pollution resulting from discharge of sewage, toxic chemicals, manufacturing wastes, fertilizers, soaps, detergents, runoff and insecticides; population growth causes consumption of limited resources and land use expansion to accommodate for more people; animal extinction (endangered and threatened species).</p>	

GRADE 5

BENCHMARKS	CLARIFICATIONS (Remarks/Examples)	COMMON CORE STATE STANDARDS (CCSS) CONNECTIONS
<p>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.</p>	<p>Design and evaluate a written procedure or experimental setup. Annually assessed on Grade 5 Science FCAT 2.0. Also assesses SC.3.N.1.1, SC.4.N.1.1, SC.4.N.1.6, SC.5.N.1.2, and SC.5.N.1.4.</p>	<p>LACC.5.RI.1.3. Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text. LACC.5.W.3.8. Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources. MACC.5.MD.2.2. Represent and interpret data. MACC.5.G.1. Graph points on the coordinate plane to solve real-world and mathematical problems. MACC.K12.MP.1: Make sense of problems and persevere in solving them; MACC.K12.MP.2: Reason abstractly and quantitatively.</p>
<p>SC.5.N.1.2 Explain the difference between an experiment and other types of scientific investigation.</p>	<p>Explain that an investigation is observing the natural world, without interference, and an experiment involves variables (independent/test and dependent/ outcome) and establishes cause-effect relationships (Schwartz, 2007).</p>	
<p>SC.5.N.1.3 Recognize and explain the need for repeated experimental trials.</p>		<p>MACC.K12.MP.5: Use appropriate tools strategically; MACC.K12.MP.6: Attend to precision.</p>
<p>SC.5.N.1.4 Identify a control group and explain its importance in an experiment.</p>		<p>MACC.K12.MP.6: Attend to precision.</p>

<p>SC.5.N.1.5 Recognize and explain that authentic scientific investigation frequently does not parallel the steps of "the scientific method."</p>		<p>MACC.K12.MP.1: Make sense of problems and persevere in solving them; MACC.K12.MP.2: Reason abstractly and quantitatively.</p>
<p>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.</p>	<p>Annually assessed on Grade 5 Science FCAT 2.0. Also assesses SC.3.N.1.7, SC.4.N.1.3, SC.4.N.1.7, SC.5.N.1.5, and SC.5.N.1.6.</p>	<p>LACC.5.W.3.9. Draw evidence from literary or informational texts to support analysis, reflection, and research. MACC.K12.MP.1: Make sense of problems and persevere in solving them; MACC.K12.MP.2: Reason abstractly and quantitatively; MACC.K12.MP.3: Construct viable arguments and critique the reasoning of others.</p>
<p>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.</p>	<p>Annually assessed on Grade 5 Science FCAT 2.0. Also assesses SC.3.N.1.2, SC.3.N.1.5, SC.4.N.1.2, SC.4.N.1.5, and SC.5.N.1.3.</p>	<p>LACC.5.SL.1.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly. MACC.K12.MP.6: Attend to precision.</p>
<p>SC.5.E.5.1 Recognize that a galaxy consists of gas, dust, and many stars, including any objects orbiting the stars. Identify our home galaxy as the Milky Way.</p>	<p>Annually assessed on Grade 5 Science FCAT 2.0. Also assesses SC.3.E.5.1, SC.3.E.5.2, and SC.3.E.5.3.</p>	
<p>SC.5.E.5.3 Distinguish among the following objects of the Solar System -- Sun, planets, moons, asteroids, comets -- and identify Earth's position in it.</p>	<p>Annually assessed on Grade 5 Science FCAT 2.0. Also assesses SC.5.E.5.2.</p>	
<p>SC.5.E.7.1 Create a model to explain the parts of the water cycle. Water can be a gas, a liquid, or a solid and can go back and forth from one state to another.</p>	<p>Annually assessed on Grade 5 Science FCAT 2.0. Also assesses SC.5.E.7.2.</p>	<p>MACC.K12.MP.4: Model with mathematics.</p>

SC.5.E.7.3 Recognize how air temperature, barometric pressure, humidity, wind speed and direction, and precipitation determine the weather in a particular place and time.	Annually assessed on Grade 5 Science FCAT 2.0. Also assesses SC.5.E.7.4, SC.5.E.7.5, and SC.5.E.7.6.	
SC.5.P.8.1 Compare and contrast the basic properties of solids, liquids, and gases, such as mass, volume, color, texture, and temperature.	Investigate the concept of weight versus mass of an object. Discuss why mass (not weight) is used to compare properties of solids, liquids and gases. Annually assessed on Grade 5 Science FCAT 2.0. Also assesses SC.3.P.8.1, SC.3.P.8.2, SC.3.P.8.3, and SC.4.P.8.1.	
SC.5.P.8.3 Demonstrate and explain that mixtures of solids can be separated based on observable properties of their parts such as particle size, shape, color, and magnetic attraction.	Annually assessed on Grade 5 Science FCAT 2.0. Also assesses SC.5.P.8.2.	
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.	Recognize that matter is composed of atoms.	
SC.5.P.9.1 Investigate and describe that many physical and chemical changes are affected by temperature.	Annually assessed on Grade 5 Science FCAT 2.0. Also assesses SC.3.P.9.1 and SC.4.P.9.1.	
SC.5.P.10.1 Investigate and describe some basic forms of energy, including light, heat, sound, electrical, chemical, and mechanical.	Annually assessed on Grade 5 Science FCAT 2.0. Also assesses SC.3.P.10.1, SC.3.P.10.3, SC.3.P.10.4, SC.3.P.11.1, SC.3.P.11.2, SC.4.P.10.1, and SC.4.P.10.3.	
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.	Annually assessed on Grade 5 Science FCAT 2.0. Also assesses SC.3.E.6.1, SC.4.P.11.1, SC.4.P.11.2, SC.5.P.10.3, SC.5.P.11.1, and SC.5.P.11.2.	

<p>SC.5.P.13.1 Identify familiar forces that cause objects to move, such as pushes or pulls, including gravity acting on falling objects.</p>	<p>Annually assessed on Grade 5 Science FCAT 2.0. Also assesses SC.3.E.5.4 and SC.4.P.8.4.</p>	
<p>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.</p>	<p>Annually assessed on Grade 5 Science FCAT 2.0. Also assesses SC.4.P.12.1, SC.4.P.12.2, SC.5.P.13.3, and SC.5.P.13.4.</p>	
<p>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.</p>	<p>Muscles and skeleton are not organs in the human body and should be referred to as the muscular and skeletal systems and the function of the muscles and skeleton. Integrate HE.5.C.1.6.Explain how human body parts and organs work together in healthy body systems, including the endocrine and reproductive systems. Annually assessed on Grade 5 Science FCAT 2.0 (human body systems are not assessed through this benchmark).</p>	
<p>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.</p>	<p>Annually assessed on Grade 5 Science FCAT 2.0. Also assesses SC.3.L.15.1 and SC.3.L.15.2.</p>	
<p>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.</p>	<p>Annually assessed on Grade 5 Science FCAT 2.0. Also assesses SC.3.L.17.1, SC.4.L.16.2, SC.4.L.16.3, SC.4.L.17.1, SC.4.L.17.4, and SC.5.L.15.1.</p>	