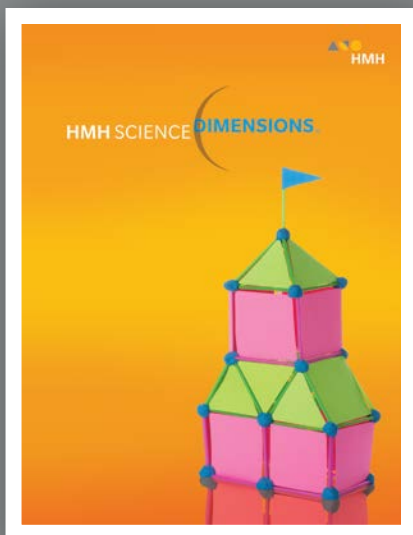


Correlation to the
Florida Course Description for
Science – Grade Two
Course Code 5020030



HMH Science Dimensions Grade 2
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2016-2017 STATE OF FLORIDA INSTRUCTIONAL MATERIALS ADOPTION
STANDARDS ALIGNMENT
COURSE STANDARDS/BENCHMARKS (Form IM7)

BID ID:

3306

SUBMISSION TITLE:

HMH Science Dimensions Grade 2 ©2018

GRADE LEVEL:

2

COURSE TITLE:

Science – Grade Two

COURSE CODE:

5020030

ISBN:

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PUBLISHER:

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PUBLISHER ID:

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BENCHMARK CODE	BENCHMARK	LESSONS WHERE STANDARD/BENCHMARK IS DIRECTLY ADDRESSED IN MAJOR TOOL (MOST IN-DEPTH COVERAGE LISTED FIRST) (Include the student edition and teacher edition with the page numbers of lesson, a link to lesson, or other identifier for easy lookup by reviewers.)
SC.2.E.6.1	Recognize that Earth is made up of rocks. Rocks come in many sizes and shapes.	SE: 224-231 TE: 224-231 ScienceSaurus (Red Level, Grades 2–3): 157-159, 176-183 Science & Engineering Leveled Readers: <i>Why Are Resources Important?</i> (OL/ES); Teacher Guide: 49-53 <i>All About Rocks</i> (EN); Teacher Guide: 57-59

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SC.2.E.6.2	Describe how small pieces of rock and dead plant and animal parts can be the basis of soil and explain the process by which soil is formed.	SE: 226, 230-231 TE: 226, 230-231 ScienceSaurus (Red Level, Grades 2–3): 182-185 Science & Engineering Leveled Readers: <i>Why Are Resources Important?</i> (OL/ES); Teacher Guide: 49-53 <i>All About Rocks</i> (EN); Teacher Guide: 57-59
SC.2.E.6.3	Classify soil types based on color, texture (size of particles), the ability to retain water, and the ability to support the growth of plants.	ScienceSaurus (Red Level, Grades 2–3): 182-185 Science & Engineering Leveled Readers: <i>What Do Plants and Animals Need?</i> (OL/ES); Teacher Guide: 85-89
SC.2.E.7.1	Compare and describe changing patterns in nature that repeat themselves, such as weather conditions including temperature and precipitation, day to day and season to season.	SE: 193-194 TE: 193-194 ScienceSaurus (Red Level, Grades 2–3): 188-201 Science & Engineering Leveled Readers: <i>Why Is Weather Important?</i> (OL/ES); Teacher Guide: 61-65 <i>The American Weather Hall of Fame</i> (EN); Teacher Guide: 69-71
SC.2.E.7.2	Investigate by observing and measuring, that the Sun's energy directly and indirectly warms the water, land, and air.	ScienceSaurus (Red Level, Grades 2–3): 226-227, 324 Science & Engineering Leveled Readers: <i>Why Is Weather Important?</i> (OL/ES); Teacher Guide: 61-65 <i>The American Weather Hall of Fame</i> (EN); Teacher Guide: 69-71

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SC.2.E.7.3	Investigate, observe and describe how water left in an open container disappears (evaporates), but water in a closed container does not disappear (evaporate).	<p>ScienceSaurus (Red Level, Grades 2–3): 162, 164-165, 191, 247</p> <p>Science & Engineering Leveled Readers: <i>What Can We Learn About Matter?</i> (OL/ES); Teacher Guide: 25-29 <i>Why Is Weather Important?</i> (OL/ES); Teacher Guide: 61-65 <i>The American Weather Hall of Fame</i> (EN); Teacher Guide: 69-71</p>
SC.2.E.7.4	Investigate that air is all around us and that moving air is wind.	<p>ScienceSaurus (Red Level, Grades 2–3): 189-194</p> <p>Science & Engineering Leveled Readers: <i>Why Is Weather Important?</i> (OL/ES); Teacher Guide: 61-65 <i>The American Weather Hall of Fame</i> (EN); Teacher Guide: 69-71</p>
SC.2.E.7.5	State the importance of preparing for severe weather, lightning, and other weather related events.	This standard is beyond the scope of <i>HMH Science Dimensions Grade 2</i> .
SC.2.L.14.1	Distinguish human body parts (brain, heart, lungs, stomach, muscles, and skeleton) and their basic functions.	This standard is beyond the scope of <i>HMH Science Dimensions Grade 2</i> .
SC.2.L.16.1	Observe and describe major stages in the life cycles of plants and animals, including beans and butterflies.	<p>ScienceSaurus (Red Level, Grades 2–3): 93-95, 119-125</p> <p>Science & Engineering Leveled Readers: <i>Meet the Amazing Monarch Butterfly</i> (EN); Teacher Guide: 105-107 <i>What Are Some Characteristics of Animals and Plants?</i> (OL/ES); Teacher Guide: 109-113 <i>Animal Fashion Show</i> (EN); Teacher Guide: 117-119</p>

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SC.2.L.17.1	Compare and contrast the basic needs that all living things, including humans, have for survival.	<p>TE: 114, 120-121, 132, 134</p> <p>ScienceSaurus (Red Level, Grades 2–3): 86-95, 98-99, 102-115, 132-135, 140-142, 148-155</p> <p>Science & Engineering Leveled Readers: <i>What Do Plants and Animals Need?</i> (OL/ES); Teacher Guide: 85-89 <i>My Science Fair Project</i> (EN); Teacher Guide: 93-95 <i>How Do Living Things Survive in Their Environment?</i> (OL/ES); Teacher Guide: 97-101 <i>Meet the Amazing Monarch Butterfly</i> (EN); Teacher Guide: 105-107</p>
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.	<p>SE: 140-155, 156-177, 178-182 TE: 140-155, 156-177, 178-182</p> <p>ScienceSaurus (Red Level, Grades 2–3): 86-95, 98-99, 102-115, 132-135, 140-142, 148-155</p> <p>Science & Engineering Leveled Readers: <i>What Do Plants and Animals Need?</i> (OL/ES); Teacher Guide: 85-89 <i>My Science Fair Project</i> (EN); Teacher Guide: 93-95 <i>How Do Living Things Survive in Their Environment?</i> (OL/ES); Teacher Guide: 97-101 <i>Meet the Amazing Monarch Butterfly</i> (EN); Teacher Guide: 105-107</p>

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SC.2.N.1.1	Raise questions about the natural world, investigate them in teams through free exploration and systematic observations, and generate appropriate explanations based on those explorations.	<p>SE: 9-10, 69-70, 72, 95-96 TE: 9-10, 69-70, 72, 95-96</p> <p>ScienceSaurus (Red Level, Grades 2–3): 7, 8, 10, 25</p> <p>Science & Engineering Leveled Readers: <i>How Can I Think Like a Scientist?</i> (OL/ES); Teacher Guide: 1-5 <i>How Scientists Explore Our World</i> (EN); Teacher Guide: 9-11 <i>How Do Engineers Solve Problems?</i> (OL/ES); Teacher Guide: 13-17 <i>Ben’s Engineering Project</i> (EN); Teacher Guide: 21-23 <i>My Science Fair Project</i> (EN); Teacher Guide: 93-95 <i>Meet the Amazing Monarch Butterfly</i> (EN); Teacher Guide: 105-107</p>
SC.2.N.1.2	Compare the observations made by different groups using the same tools.	<p>SE: 24-26 TE: 24-26</p>
SC.2.N.1.3	Ask "how do you know?" in appropriate situations and attempt reasonable answers when asked the same question by others.	<p>SE: 9-10, 69-70, 72, 95-96 TE: 9-10, 69-70, 72, 95-96</p> <p>ScienceSaurus (Red Level, Grades 2–3): 7, 8, 10, 25</p> <p>Science & Engineering Leveled Readers: <i>How Can I Think Like a Scientist?</i> (OL/ES); Teacher Guide: 1-5 <i>How Scientists Explore Our World</i> (EN); Teacher Guide: 9-11 <i>How Do Engineers Solve Problems?</i> (OL/ES); Teacher Guide: 13-17 <i>Ben’s Engineering Project</i> (EN); Teacher Guide: 21-23 <i>My Science Fair Project</i> (EN); Teacher Guide: 93-95 <i>Meet the Amazing Monarch Butterfly</i> (EN); Teacher Guide: 105-107</p>

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SC.2.N.1.4	Explain how particular scientific investigations should yield similar conclusions when repeated.	<p>SE: 21-28 TE: 21-28</p> <p>ScienceSaurus (Red Level, Grades 2–3): 22-23</p> <p>Science & Engineering Leveled Readers: <i>How Can I Think Like a Scientist?</i> (OL/ES); Teacher Guide: 1-5 <i>How Scientists Explore Our World</i> (EN); Teacher Guide: 9-11</p>
SC.2.N.1.5	Distinguish between empirical observation (what you see, hear, feel, smell, or taste) and ideas or inferences (what you think).	<p>SE: 45, 47 TE: 44, 51, 69, 83</p> <p>ScienceSaurus (Red Level, Grades 2–3): 2-3, 238</p> <p>Science & Engineering Leveled Readers: <i>How Can I Think Like a Scientist?</i> (OL/ES); Teacher Guide: 1-5 <i>How Scientists Explore Our World</i> (EN); Teacher Guide: 9-11</p>
SC.2.N.1.6	Explain how scientists alone or in groups are always investigating new ways to solve problems.	<p>SE: 6-7, 9-14, 22, 24-28 TE: 6-7, 9-14, 22, 24-28</p> <p>ScienceSaurus (Red Level, Grades 2–3): 74-77</p> <p>Science & Engineering Leveled Readers: <i>How Can I Think Like a Scientist?</i> (OL/ES); Teacher Guide: 1-5 <i>How Do Engineers Solve Problems?</i> (OL/ES); Teacher Guide: 13-17 <i>Ben’s Engineering Project</i> (EN); Teacher Guide: 21-23</p>

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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.	ScienceSaurus (Red Level, Grades 2–3): 238-239, 242-244, 276-277, 298-305 Science & Engineering Leveled Readers: <i>What Can We Learn About Matter?</i> (OL/ES); Teacher Guide: 25-29 <i>How Do We Use Energy, Motion, and Magnets in Our Lives?</i> (OL/ES); Teacher Guide: 37-41 <i>Magnificent Magnets</i> (EN); Teacher Guide: 45-47
SC.2.P.8.2	Identify objects and materials as solid, liquid, or gas.	SE: 48-49, 62-63, 68-70, 78-79 TE: 48-49, 62-63, 68-70, 78-79 ScienceSaurus (Red Level, Grades 2–3): 236-237, 245-247, 254-255 Science & Engineering Leveled Readers: <i>What Can We Learn About Matter?</i> (OL/ES); Teacher Guide: 25-29 <i>Making Coins</i> (EN); Teacher Guide: 33-35
SC.2.P.8.3	Recognize that solids have a definite shape and that liquids and gases take the shape of their container.	SE: 48-49, 62-63, 68-70, 78-79 TE: 48-49, 62-63, 68-70, 78-79 ScienceSaurus (Red Level, Grades 2–3): 236-237, 245-247, 254-255 Science & Engineering Leveled Readers: <i>What Can We Learn About Matter?</i> (OL/ES); Teacher Guide: 25-29 <i>Making Coins</i> (EN); Teacher Guide: 33-35
SC.2.P.8.4	Observe and describe water in its solid, liquid, and gaseous states.	SE: 48-49, 62-63, 68-70, 78-79 TE: 48-49, 62-63, 68-70, 78-79 ScienceSaurus (Red Level, Grades 2–3): 245-247, 255 Science & Engineering Leveled Readers: <i>What Can We Learn About Matter?</i> (OL/ES); Teacher Guide: 25-29 <i>Making Coins</i> (EN); Teacher Guide: 33-35

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SC.2.P.8.5	Measure and compare temperatures taken every day at the same time.	SE: 194 TE: 194 Science & Engineering Leveled Readers: <i>Why Is Weather Important?</i> (OL/ES); Teacher Guide: 61-65
SC.2.P.8.6	Measure and compare the volume of liquids using containers of various shapes and sizes.	ScienceSaurus (Red Level, Grades 2–3): 58-61 Science & Engineering Leveled Readers: <i>What Can We Learn About Matter?</i> (OL/ES); Teacher Guide: 25-29
SC.2.P.9.1	Investigate that materials can be altered to change some of their properties, but not all materials respond the same way to any one alteration.	SE: 62-70, 78-79 TE: 62-70, 78-79 ScienceSaurus (Red Level, Grades 2–3): 244, 246-249 Science & Engineering Leveled Readers: <i>What Can We Learn About Matter?</i> (OL/ES); Teacher Guide: 25-29 <i>Making Coins</i> (EN); Teacher Guide: 33-35
SC.2.P.10.1	Discuss that people use electricity or other forms of energy to cook their food, cool or warm their homes, and power their cars.	SE: 64-65 TE: 64-65 ScienceSaurus (Red Level, Grades 2–3): 77, 254-259, 271-276, 278-279, 316, 319, 321-324 Science & Engineering Leveled Readers: <i>How Do We Use Energy, Motion, and Magnets in Our Lives?</i> (OL/ES); Teacher Guide: 37-41
SC.2.P.13.1	Investigate the effect of applying various pushes and pulls on different objects.	ScienceSaurus (Red Level, Grades 2–3): 280, 282-284, 294-295 Science & Engineering Leveled Readers: <i>How Do We Use Energy, Motion, and Magnets in Our Lives?</i> (OL/ES); Teacher Guide: 37-41

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SC.2.P.13.2	Demonstrate that magnets can be used to make some things move without touching them.	ScienceSaurus (Red Level, Grades 2–3): 298-300, 302-305 Science & Engineering Leveled Readers: <i>How Do We Use Energy, Motion, and Magnets in Our Lives?</i> (OL/ES); Teacher Guide: 37-41 <i>Magnificent Magnets</i> (EN); Teacher Guide: 45-47
SC.2.P.13.3	Recognize that objects are pulled toward the ground unless something holds them up.	ScienceSaurus (Red Level, Grades 2–3): 284
SC.2.P.13.4	Demonstrate that the greater the force (push or pull) applied to an object, the greater the change in motion of the object.	ScienceSaurus (Red Level, Grades 2–3): 280, 282-284, 294-295, 298-300, 302-305 Science & Engineering Leveled Readers: <i>How Do We Use Energy, Motion, and Magnets in Our Lives?</i> (OL/ES); Teacher Guide: 37-41 <i>Magnificent Magnets</i> (EN); Teacher Guide: 45-47
LAFS.2.RI.1.3	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.	TE: 15, 23, 45, 65, 79, 97, 115, 132, 144, 162, 197, 207, 232, 252, 266 ScienceSaurus (Red Levels 2-3): 164-165, 196-197, 392-397
LAFS.2.RI.2.4	Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.	SE: 3, 41, 109, 185, 223 TE: 3, 41, 109, 185, 223 ScienceSaurus (Red Levels 2-3): 410-411

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LAFS.2.RI.4.10	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.	Science & Engineering Leveled Readers: <i>How Can I Think Like a Scientist?</i> (OL/ES); Teacher Guide: 1-5 <i>How Scientists Explore Our World</i> (EN); Teacher Guide: 9-11 <i>How Do Engineers Solve Problems?</i> (OL/ES); Teacher Guide: 13-17 <i>Ben’s Engineering Project</i> (EN); Teacher Guide: 21-23 <i>What Can We Learn About Matter?</i> (OL/ES); Teacher Guide: 25-29 <i>Making Coins</i> (EN); Teacher Guide: 33-35 <i>How Do We Use Energy, Motion, and Magnets in Our Lives?</i> (OL/ES); Teacher Guide: 37-41 <i>Magnificent Magnets</i> (EN); Teacher Guide: 45-47 <i>Why Are Resources Important?</i> (OL/ES); Teacher Guide: 49-53 <i>All About Rocks</i> (EN); Teacher Guide: 57-59 <i>Why Is Weather Important?</i> (OL/ES); Teacher Guide: 61-65 <i>The American Weather Hall of Fame</i> (EN); Teacher Guide: 69-71 <i>What Is the Solar System?</i> (OL/ES); Teacher Guide: 73-77 <i>Moon Phases</i> (EN); Teacher Guide: 81-83 <i>What Do Plants and Animals Need?</i> (OL/ES); Teacher Guide: 85-89 <i>My Science Fair Project</i> (EN); Teacher Guide: 93-95 <i>How Do Living Things Survive in Their Environment?</i> (OL/ES); Teacher Guide: 97-101 <i>Meet the Amazing Monarch Butterfly</i> (EN); Teacher Guide: 105-107 <i>What Are Some Characteristics of Animals and Plants?</i> (OL/ES); Teacher Guide: 109-113 <i>Animal Fashion Show</i> (EN); Teacher Guide: 117-119
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LAFS.2.SL.1.1	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. a. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). b. Build on others’ talk in conversations by linking their comments to the remarks of others. c. Ask for clarification and further explanation as needed about the topics and texts under discussion.	TE: 5, 16, 21, 22, 31, 43, 56, 61, 67, 72, 77, 78, 85, 91, 92, 99, 111, 112, 119, 121, 125, 126, 136, 137, 141, 142, 148, 152, 157, 164, 167, 173, 175, 187, 190, 203, 207, 225, 230, 239, 245, 253, 260, 265, 271, 276 Science & Engineering Leveled Readers: <i>How Can I Think Like a Scientist?</i> (OL/ES); Teacher Guide: 1-5 <i>How Scientists Explore Our World</i> (EN); Teacher Guide: 9-11 <i>How Do Engineers Solve Problems?</i> (OL/ES); Teacher Guide: 13-17 <i>Ben’s Engineering Project</i> (EN); Teacher Guide: 21-23
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LAFS.2.W.3.7	Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).	<p>SE: 16, 148, 171, 174, 195-196, 211, 240, 256 TE: 16, 148, 171, 174, 195-196, 211, 240, 256, 65, 79, 81, 120, 133, 159, 160, 161, 163, 207, 208, 230, 238, 239, 253, 260, 268, 271</p> <p>Science & Engineering Leveled Readers: <i>How Can I Think Like a Scientist?</i> (OL/ES); Teacher Guide: 1-5 <i>How Scientists Explore Our World</i> (EN); Teacher Guide: 9-11 <i>How Do Engineers Solve Problems?</i> (OL/ES); Teacher Guide: 13-17 <i>Ben’s Engineering Project</i> (EN); Teacher Guide: 21-23 <i>What Can We Learn About Matter?</i> (OL/ES); Teacher Guide: 25-29 <i>Making Coins</i> (EN); Teacher Guide: 33-35 <i>How Do We Use Energy, Motion, and Magnets in Our Lives?</i> (OL/ES); Teacher Guide: 37-41 <i>Magnificent Magnets</i> (EN); Teacher Guide: 45-47 <i>Why Are Resources Important?</i> (OL/ES); Teacher Guide: 49-53 <i>All About Rocks</i> (EN); Teacher Guide: 57-59 <i>Why Is Weather Important?</i> (OL/ES); Teacher Guide: 61-65 <i>The American Weather Hall of Fame</i> (EN); Teacher Guide: 69-71 <i>What Is the Solar System?</i> (OL/ES); Teacher Guide: 73-77 <i>Moon Phases</i> (EN); Teacher Guide: 81-83 <i>What Do Plants and Animals Need?</i> (OL/ES); Teacher Guide: 85-89 <i>My Science Fair Project</i> (EN); Teacher Guide: 93-95 <i>How Do Living Things Survive in Their Environment?</i> (OL/ES); Teacher Guide: 97-101 <i>Meet the Amazing Monarch Butterfly</i> (EN); Teacher Guide: 105-107 <i>What Are Some Characteristics of Animals and Plants?</i> (OL/ES); Teacher Guide: 109-113 <i>Animal Fashion Show</i> (EN); Teacher Guide: 117-119</p>
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LAFS.2.W.3.8	Recall information from experiences or gather information from provided sources to answer a question.	<p>SE: 16, 148, 171, 174, 195-196, 211, 240, 256 TE: 16, 148, 171, 174, 195-196, 211, 240, 256, 65, 79, 81, 120, 133, 159, 160, 161, 163, 207, 208, 230, 238, 239, 253, 260, 268, 271</p> <p>Science & Engineering Leveled Readers: <i>How Can I Think Like a Scientist?</i> (OL/ES); Teacher Guide: 1-5 <i>How Scientists Explore Our World</i> (EN); Teacher Guide: 9-11 <i>How Do Engineers Solve Problems?</i> (OL/ES); Teacher Guide: 13-17 <i>Ben’s Engineering Project</i> (EN); Teacher Guide: 21-23 <i>What Can We Learn About Matter?</i> (OL/ES); Teacher Guide: 25-29 <i>Making Coins</i> (EN); Teacher Guide: 33-35 <i>How Do We Use Energy, Motion, and Magnets in Our Lives?</i> (OL/ES); Teacher Guide: 37-41 <i>Magnificent Magnets</i> (EN); Teacher Guide: 45-47 <i>Why Are Resources Important?</i> (OL/ES); Teacher Guide: 49-53 <i>All About Rocks</i> (EN); Teacher Guide: 57-59 <i>Why Is Weather Important?</i> (OL/ES); Teacher Guide: 61-65 <i>The American Weather Hall of Fame</i> (EN); Teacher Guide: 69-71 <i>What Is the Solar System?</i> (OL/ES); Teacher Guide: 73-77 <i>Moon Phases</i> (EN); Teacher Guide: 81-83 <i>What Do Plants and Animals Need?</i> (OL/ES); Teacher Guide: 85-89 <i>My Science Fair Project</i> (EN); Teacher Guide: 93-95 <i>How Do Living Things Survive in Their Environment?</i> (OL/ES); Teacher Guide: 97-101 <i>Meet the Amazing Monarch Butterfly</i> (EN); Teacher Guide: 105-107 <i>What Are Some Characteristics of Animals and Plants?</i> (OL/ES); Teacher Guide: 109-113 <i>Animal Fashion Show</i> (EN); Teacher Guide: 117-119</p>
HE.2.B.5.2	Name healthy options to health-related issues or problems.	This standard is beyond the scope of <i>HMH Science Dimensions Grade 2</i> .
HE.2.C.1.5	Recognize the locations and functions of major human organs.	This standard is beyond the scope of <i>HMH Science Dimensions Grade 2</i> .

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MAFS.2.MD.4.9	Generate measurement data by measuring lengths of several objects to the nearest whole unit, or by making repeated measurements of the same object. Show the measurements by making a line plot, where the horizontal scale is marked off in whole-number units.	SE: 212, 267 TE: 212, 267 ScienceSaurus (Red Level, Grades 2–3): 54-57, 242, 287
MAFS.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.	SE: 14, 23, 33, 53, 131, 152, 170, 194 TE: 14, 23, 33, 53, 131, 152, 170, 194, 22 ScienceSaurus (Red Level, Grades 2–3): 30-32, 35
ELD.K12.ELL.SC.1	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Science.	TE: 4B, 6, 20B, 23, 42B, 44, 54, 60B, 63, 71, 76B, 82, 90B, 93, 110B, 114, 124B, 128, 131, 140B, 146, 156B, 158, 166, 186B, 188, 202B, 206, 224B, 226, 233, 244B, 248, 264B, 270
ELD.K12.ELL.SI.1	English language learners communicate for social and instructional purposes within the school setting.	TE: 4B, 6, 20B, 23, 42B, 44, 54, 60B, 63, 71, 76B, 82, 90B, 93, 110B, 114, 124B, 128, 131, 140B, 146, 156B, 158, 166, 186B, 188, 202B, 206, 224B, 226, 233, 244B, 248, 264B, 270