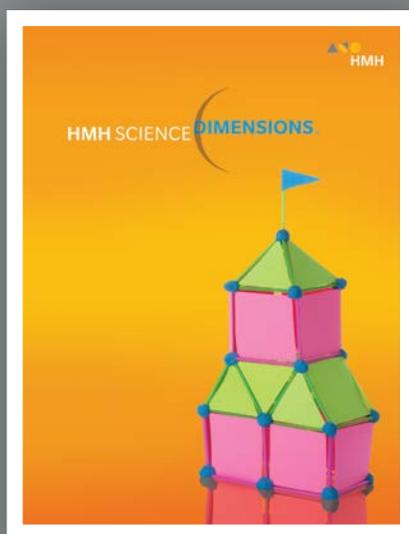


Correlation to the
Florida Course Description for
Science – Grade Two
Course Code 5020030



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: 9781328990327'

PUBLISHER: Houghton Mifflin Harcourt

PUBLISHER ID: 04145603001

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.	<p>SE: 226, 230-231 TE: 226, 230-231</p> <p>ScienceSaurus (Red Level, Grades 2–3): 182-185</p> <p>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</p>
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.	<p>ScienceSaurus (Red Level, Grades 2–3): 182-185</p> <p>Science & Engineering Leveled Readers: <i>What Do Plants and Animals Need?</i> (OL/ES); Teacher Guide: 85-89</p>
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.	<p>SE: 193-194 TE: 193-194</p> <p>ScienceSaurus (Red Level, Grades 2–3): 188-201</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.7.2	Investigate by observing and measuring, that the Sun's energy directly and indirectly warms the water, land, and air.	<p>ScienceSaurus (Red Level, Grades 2–3): 226-227, 324</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>

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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.	<p>ScienceSaurus (Red Level, Grades 2–3): 238-239, 242-244, 276-277, 298-305</p> <p>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</p>
SC.2.P.8.2	Identify objects and materials as solid, liquid, or gas.	<p>SE: 48-49, 62-63, 68-70, 78-79 TE: 48-49, 62-63, 68-70, 78-79</p> <p>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</p>
SC.2.P.8.3	Recognize that solids have a definite shape and that liquids and gases take the shape of their container.	<p>SE: 48-49, 62-63, 68-70, 78-79 TE: 48-49, 62-63, 68-70, 78-79</p> <p>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</p>
SC.2.P.8.4	Observe and describe water in its solid, liquid, and gaseous states.	<p>SE: 48-49, 62-63, 68-70, 78-79 TE: 48-49, 62-63, 68-70, 78-79</p> <p>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</p>

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SC.2.P.8.5	Measure and compare temperatures taken every day at the same time.	<p>SE: 194 TE: 194</p> <p>Science & Engineering Leveled Readers: <i>Why Is Weather Important?</i> (OL/ES); Teacher Guide: 61-65</p>
SC.2.P.8.6	Measure and compare the volume of liquids using containers of various shapes and sizes.	<p>ScienceSaurus (Red Level, Grades 2–3): 58-61</p> <p>Science & Engineering Leveled Readers: <i>What Can We Learn About Matter?</i> (OL/ES); Teacher Guide: 25-29</p>
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.	<p>SE: 62-70, 78-79 TE: 62-70, 78-79</p> <p>ScienceSaurus (Red Level, Grades 2–3): 244, 246-249</p> <p>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</p>
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.	<p>SE: 64-65 TE: 64-65</p> <p>ScienceSaurus (Red Level, Grades 2–3): 77, 254-259, 271-276, 278-279, 316, 319, 321-324</p> <p>Science & Engineering Leveled Readers: <i>How Do We Use Energy, Motion, and Magnets in Our Lives?</i> (OL/ES); Teacher Guide: 37-41</p>
SC.2.P.13.1	Investigate the effect of applying various pushes and pulls on different objects.	<p>ScienceSaurus (Red Level, Grades 2–3): 280, 282-284, 294-295</p> <p>Science & Engineering Leveled Readers: <i>How Do We Use Energy, Motion, and Magnets in Our Lives?</i> (OL/ES); Teacher Guide: 37-41</p>

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SC.2.P.13.2	Demonstrate that magnets can be used to make some things move without touching them.	<p>ScienceSaurus (Red Level, Grades 2–3): 298-300, 302-305</p> <p>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</p>
SC.2.P.13.3	Recognize that objects are pulled toward the ground unless something holds them up.	<p>ScienceSaurus (Red Level, Grades 2–3): 284</p>
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.	<p>ScienceSaurus (Red Level, Grades 2–3): 280, 282-284, 294-295, 298-300, 302-305</p> <p>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</p>
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.	<p>TE: 15, 23, 45, 65, 79, 97, 115, 132, 144, 162, 197, 207, 232, 252, 266</p> <p>ScienceSaurus (Red Levels 2-3): 164-165, 196-197, 392-397</p>
LAFS.2.RI.2.4	Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.	<p>SE: 3, 41, 109, 185, 223 TE: 3, 41, 109, 185, 223</p> <p>ScienceSaurus (Red Levels 2-3): 410-411</p>

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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.	<p>Science & Engineering Leveled Readers:</p> <p><i>How Can I Think Like a Scientist?</i> (OL/ES); Teacher Guide: 1-5</p> <p><i>How Scientists Explore Our World</i> (EN); Teacher Guide: 9-11</p> <p><i>How Do Engineers Solve Problems?</i> (OL/ES); Teacher Guide: 13-17</p> <p><i>Ben’s Engineering Project</i> (EN); Teacher Guide: 21-23</p> <p><i>What Can We Learn About Matter?</i> (OL/ES); Teacher Guide: 25-29</p> <p><i>Making Coins</i> (EN); Teacher Guide: 33-35</p> <p><i>How Do We Use Energy, Motion, and Magnets in Our Lives?</i> (OL/ES); Teacher Guide: 37-41</p> <p><i>Magnificent Magnets</i> (EN); Teacher Guide: 45-47</p> <p><i>Why Are Resources Important?</i> (OL/ES); Teacher Guide: 49-53</p> <p><i>All About Rocks</i> (EN); Teacher Guide: 57-59</p> <p><i>Why Is Weather Important?</i> (OL/ES); Teacher Guide: 61-65</p> <p><i>The American Weather Hall of Fame</i> (EN); Teacher Guide: 69-71</p> <p><i>What Is the Solar System?</i> (OL/ES); Teacher Guide: 73-77</p> <p><i>Moon Phases</i> (EN); Teacher Guide: 81-83</p> <p><i>What Do Plants and Animals Need?</i> (OL/ES); Teacher Guide: 85-89</p> <p><i>My Science Fair Project</i> (EN); Teacher Guide: 93-95</p> <p><i>How Do Living Things Survive in Their Environment?</i> (OL/ES); Teacher Guide: 97-101</p> <p><i>Meet the Amazing Monarch Butterfly</i> (EN); Teacher Guide: 105-107</p> <p><i>What Are Some Characteristics of Animals and Plants?</i> (OL/ES); Teacher Guide: 109-113</p> <p><i>Animal Fashion Show</i> (EN); Teacher Guide: 117-119</p>
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LAFS.2.SL.1.1	<p>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).</p> <p>b. Build on others' talk in conversations by linking their comments to the remarks of others.</p> <p>c. Ask for clarification and further explanation as needed about the topics and texts under discussion.</p>	<p>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</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</p>
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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