

Next Generation Sunshine State Standards Grade Level Benchmark

| | | Beach Walk & Dune Ecology | Deep Sea | Ethical Angling | Field Studies | Fish Dissection | Fish Taxonomy & ID | Kayak Protocol | Marine Debris | Marine Mammals | Oil Spill | Plankton Lab | Sawtooth | Sea Star Dissection | Sea Turtles | Shark Dissection | Sharks & Rays | Squid Dissection | Observation & Inference | Fiddler Crabs | Barrier Islands: Longshore Currents | Touch Tank Talk |
|------------|--|---------------------------|----------|-----------------|---------------|-----------------|--------------------|----------------|---------------|----------------|-----------|--------------|----------|---------------------|-------------|------------------|---------------|------------------|-------------------------|---------------|-------------------------------------|-----------------|
| 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 | X | | X | X | | | | | X | | X | | X | X | X | X | X | X | X | X | X |
| SC.3.N.1.2 | Compare the observations made by different groups using the same tools and seek reasons to explain the | X | | X | X | | | | | X | | X | | X | X | X | X | X | X | X | | |
| SC.3.N.1.3 | Keep records as appropriate, such as pictorial, written, or simple charts and graphs, of | X | | X | | | | | | X | | | | | | | | X | | X | | |
| SC.3.N.1.4 | Recognize the importance of communication among scientists | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X |
| SC.3.N.1.5 | Recognize that scientists question, discuss, and check each others' evidence and explanations | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X |
| SC.3.N.1.6 | Infer based on observation. | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X |
| SC.3.N.1.7 | Explain that empirical evidence is information, such as observations or measurements, that is used to help validate | X | X | X | | | | | | X | X | X | | | | | | X | | | | |
| 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 | | | | X | | | | | | X | | X | | X | | X | X | X | | | |
| SC.3.N.3.2 | Recognize that scientists use models to help understand and explain how things work | X | X | | | X | | | X | X | X | | X | | X | | X | X | X | X | X | X |

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| 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 | | | | X | X | | X | | | X | X | X | X | X | X | X | X | X | X | | X |
| 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 | X | X | X | | X | | | X | X | | | | | | | | X | | X | | |
| 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 | | | | X | X | | | | X | | X | | X | | X | X | | | | X | |
