

Northpoint Horizons

CAVS (Content Academic Vocabulary System) Correlated to the Florida State Science Content Standards and Benchmarks

Grade 2

This document provides a sampling of the extensive science directives offered throughout the *CAVS* program that meet the Florida Science Content Standards.

Science Content Standard/Benchmarks	<i>CAVS</i> Science Grade K-2 Teacher's Guide Examples/Lessons
BIG IDEA 1: The Practice of Science	
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.	Each <i>CAVS</i> Science lesson has paired and small group activities to allow students to work in teams and explore, raising questions, make systematic observations, and generate appropriate explanations. Lesson 9 – TG pp. 49-54: Explore and Learn; Elaborate <i>What is the water cycle?</i> Lesson 19 – TG pp. 109-114: Explore and Learn; Elaborate <i>What makes heat?</i>
SC.2.N.1.2 Compare the observations made by different groups using the same tools.	Lesson 10 – TG pp. 55-60: Elaborate; Concept Web <i>What are some kinds of weather?</i> Lesson 15 – TG pp. 85-90: Elaborate; Concept Web <i>What forms does matter take?</i>
SC.2.N.1.3 Ask "how do you know?" in appropriate situations and attempt reasonable answers when asked the same question by others.	Lesson 1 – TG pp. 1-6 <i>What are living things?</i> Lesson 5 – TG pp. 25-30 <i>How do butterflies grow and change?</i>
SC.2.N.1.4 Explain how particular scientific investigations should yield similar conclusions when repeated.	Lesson 11 – TG pp. 61-66 <i>How does Earth's land change?</i> Lesson 18 – TG pp. 103-108 <i>What makes light?</i>

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SC.2.N.1.5 Distinguish between empirical observation (what you see, hear, feel, smell, or taste) and ideas or inferences (what you think).	Lesson 14 – TG pp. 79-84 <i>What is matter?</i> Lesson 17 – TG pp. 97-102 <i>How do magnets move things?</i>
SC.2.N.1.6 Explain how scientists alone or in groups are always investigating new ways to solve problems.	Lesson 13 – TG pp. 73-78: Explain Concepts; Vocabulary <i>How do we learn about dinosaurs?</i> Lesson 24 – TG pp. 139-144: Explain Concepts; Vocabulary <i>What is the solar system?</i>
BIG IDEA 6: Earth Structures	
SC.2.E.6.1 Recognize that Earth is made up of rocks. Rocks come in many sizes and shapes.	Lesson 11 – TG pp. 61-66 <i>How does Earth's land change?</i>
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.	Lesson 11 – TG pp. 61-66 <i>How does Earth's land change?</i>
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.	Lesson 2 – TG pp. 7-12 <i>What are the parts of a plant?</i> Lesson 11 – TG pp. 61-66 <i>How does Earth's land change?</i>
BIG IDEA 7: Earth Systems and Patterns	
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.	Lesson 10 – TG pp. 55-60 <i>What are some kinds of weather?</i> Lesson 12 – TG pp. 67-72 <i>What are seasons?</i>
SC.2.E.7.2 Investigate by observing and measuring, that the Sun's energy directly and indirectly warms the water, land, and air.	Lesson 19 – TG pp. 109-114 <i>What makes heat?</i>
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).	Lesson 9 – TG pp. 49-56 <i>What is the water cycle?</i>

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SC.2.E.7.4 Investigate that air is all around us and that moving air is wind.	Lesson 10 – TG pp. 55-60 <i>What are some kinds of weather?</i>
SC.2.E.7.5 State the importance of preparing for severe weather, lightning, and other weather related events.	Lesson 10 – TG pp. 55-60 <i>What are some kinds of weather?</i>
BIG IDEA 8: Properties of Matter	
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.	Lesson 14 – TG pp. 79-84 <i>What is matter?</i> Lesson 15 – TG pp. 85-90 <i>What forms does matter take?</i> Lesson 17 – TG pp. 97-102 <i>How do magnets move things?</i>
SC.2.P.8.2 Identify objects and materials as solid, liquid, or gas.	Lesson 15 – TG pp. 85-90 <i>What forms does matter take?</i>
SC.2.P.8.3 Recognize that solids have a definite shape and that liquids and gases take the shape of their container.	Lesson 15 – TG pp. 85-90 <i>What forms does matter take?</i>
SC.2.P.8.4 Observe and describe water in its solid, liquid, and gaseous states.	Lesson 15 – TG pp. 85-90 <i>What forms does matter take?</i>
SC.2.P.8.5 Measure and compare temperatures taken every day at the same time.	Lesson 19 – TG pp. 109-114 <i>What makes heat?</i>
SC.2.P.8.6 Measure and compare the volume of liquids using containers of various shapes and sizes.	Lesson 14 – TG pp. 79-84 <i>What is matter?</i>
BIG IDEA 9: Changes in Matter	
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.	Lesson 11 – TG pp. 61-66 <i>How does Earth's land change?</i> Lesson 156 – TG pp. 85-90 <i>What forms does matter take?</i>
BIG IDEA 10: Forms of Energy	

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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.	Lesson 18 – TG pp. 103-108 <i>What makes light?</i> Lesson 19 – TG pp. 109-114 <i>What makes heat?</i>
BIG IDEA 13: Forces and Changes	
SC.2.P.13.1 Investigate the effect of applying various pushes and pulls on different objects.	Lesson 16 – TG pp. 91-96 <i>How do things move?</i>
SC.2.P.13.2 Demonstrate that magnets can be used to make some things move without touching them.	Lesson 17 – TG pp. 97-102 <i>How do magnets move things?</i>
SC.2.P.13.3 Recognize that objects are pulled toward the ground unless something holds them up.	Lesson 16 – TG pp. 91-96 <i>How do things move?</i>
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.	Lesson 16 – TG pp. 91-96 <i>How do things move?</i> Lesson 17 – TG pp. 97-102 <i>How do magnets move things?</i>
BIG IDEA 14: Organization and Development of Living Organisms	
SC.2.L.14.1 Distinguish human body parts (brain, heart, lungs, stomach, muscles, and skeleton) and their basic functions.	Lesson 3 – TG pp. 13-18 <i>Which animals have a backbone?</i> Lesson 6 – TG pp. 31-36 <i>How do mammals grow and change?</i>
BIG IDEA 16: Heredity and Reproduction	
SC.2.L.16.1 Observe and describe major stages in the life cycles of plants and animals, including beans and butterflies.	Lesson 2 – TG pp. 7-12 <i>What are the parts of a plant?</i> Lesson 4 – TG pp. 19-24 <i>How do frogs grow and change?</i> Lesson 5 – TG pp. 25-30 <i>How do butterflies grow and change?</i> Lesson 6 – TG pp. 31-36 <i>How do mammals grow and change?</i>
BIG IDEA 17: Interdependence	

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SC.2.L.17.1 Compare and contrast the basic needs that all living things	Lesson 7 – TG pp. 37-42 <i>Where do plants and animals live?</i> Lesson 8 – TG pp. 43-48 <i>How do living things get food?</i>
SC.2.L.17.2 Recognize and explain that living things are found all over Earth	Lesson 7 – TG pp. 37-42 <i>Where do plants and animals live?</i> Lesson 8 – TG pp. 43-48 <i>How do living things get food?</i>