



Correlation to the
Florida Course Description for
M/J Earth/Space Science
Course Code 2001010

HMH Florida Science: Earth Science
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2016-2017 STATE OF FLORIDA INSTRUCTIONAL MATERIALS ADOPTION
STANDARDS ALIGNMENT
COURSE STANDARDS/BENCHMARKS (Form IM7)

BID ID:	<u>3270</u>
SUBMISSION TITLE:	<u>HMH Florida Science: Earth Science ©2019</u>
GRADE LEVEL:	<u>6–8</u>
COURSE TITLE:	<u>M/J Earth/Space Science</u>
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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.6.E.6.1	Describe and give examples of ways in which Earth's surface is built up and torn down by physical and chemical weathering, erosion, and deposition.	SE: Unit 8, Lesson 1, pp. 460–469; Unit 8, Lesson 2, pp. 470–483; Unit 8, Lesson 3, pp. 486–497 TE: Unit 8, Lesson 1, pp. 602–614; Unit 8, Lesson 2, pp. 616–630; Unit 8, Lesson 3, pp. 634–647 Student Interactive Digital Curriculum: Unit 8, Lesson 1, Weathering; Unit 8, Lesson 2, Erosion and Deposition by Water; Unit 8, Lesson 3, Erosion and Deposition by Wind, Ice, and Gravity Teacher Digital Management Center: Unit 8, Lesson 1, Weathering; Unit 8, Lesson 2, Erosion and Deposition by Water; Unit 8, Lesson 3, Erosion and Deposition by Wind, Ice, and Gravity Labs: Unit 8, Lesson 1 Quick Lab: Mechanical Weathering; Unit 8, Lesson 1 Quick Lab: Weathering Chalk; Unit 8 Exploration Lab: Exploring Stream Erosion and Deposition; Unit 8 Exploration Lab: Beach Erosion Virtual Lab: Erosion and Deposition by Water; Erosion and Deposition of Sand Dunes

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SC.6.E.6.2	Recognize that there are a variety of different landforms on Earth's surface such as coastlines, dunes, rivers, mountains, glaciers, deltas, and lakes and relate these landforms as they apply to Florida.	<p>SE: Unit 8, Lesson 2, pp. 470–483; Unit 8, Lesson 3, pp. 486–497; Unit 8, Lesson 4, pp. 500–509</p> <p>TE: Unit 8, Lesson 2, pp. 616–630; Unit 8, Lesson 3, pp. 634–647; Unit 8, Lesson 4, pp. 650–662</p> <p>Student Interactive Digital Curriculum: Unit 8, Lesson 2, Erosion and Deposition by Water; Unit 8, Lesson 3, Erosion and Deposition by Wind, Ice, and Gravity; Unit 8, Lesson 4, Landforms and Florida</p> <p>Teacher Digital Management Center: Unit 8, Lesson 2, Erosion and Deposition by Water; Unit 8, Lesson 3, Erosion and Deposition by Wind, Ice, and Gravity; Unit 8, Lesson 4, Landforms and Florida</p> <p>Labs: Unit 8, Lesson 4 Quick Lab: How Can Materials on Earth’s Surface Change?; Unit 8, Lesson 4 Quick Lab: Exploring Landforms; Unit 8 Exploration Lab: Beach Erosion</p> <p>Virtual Lab: Erosion and Deposition by Water; Erosion and Deposition of Sand Dunes</p>
SC.6.E.7.1	Differentiate among radiation, conduction, and convection, the three mechanisms by which heat is transferred through Earth's system.	<p>SE: Unit 10, Lesson 3, pp. 616–629</p> <p>TE: Unit 10, Lesson 3, pp. 806–820</p> <p>Student Interactive Digital Curriculum: Unit 10, Lesson 3, Energy Transfer</p> <p>Teacher Digital Management Center: Unit 10, Lesson 3, Energy Transfer</p> <p>Labs: Unit 10, Lesson 3 Quick Lab: Modeling Convection; Unit 10, Lesson 3 Quick Lab: How Does Color Affect Temperature?; Unit 10 Exploration Lab: Stop the Energy Transfer</p>

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SC.6.E.7.2	Investigate and apply how the cycling of water between the atmosphere and hydrosphere has an effect on weather patterns and climate.	<p>SE: Unit 11, Lesson 1, pp. 670–681; Unit 11, Lesson 2, pp. 682–691; Unit 11, Lesson 3, pp. 696–709; Unit 11, Lesson 6, pp. 742–755</p> <p>TE: Unit 11, Lesson 1, pp. 876–889; Unit 11, Lesson 2, pp. 890–902; Unit 11, Lesson 3, pp. 908–922; Unit 11, Lesson 6, pp. 960–975</p> <p>Student Interactive Digital Curriculum: Unit 11, Lesson 1, The Water Cycle; Unit 11, Lesson 2, Elements of Weather; Unit 11, Lesson 3, What Influences Weather?; Unit 11, Lesson 6, Climate</p> <p>Teacher Digital Management Center: Unit 11, Lesson 1, The Water Cycle; Unit 11, Lesson 2, Elements of Weather; Unit 11, Lesson 3, What Influences Weather?; Unit 11, Lesson 6, Climate</p> <p>Lab(s): Unit 11, Lesson 1 Quick Lab: Modeling the Water Cycle; Unit 11, Lesson 1 Quick Lab: Can You Make It Rain in a Jar?; Unit 11, Lesson 1 Quick Lab: Reaching the Dew Point; Unit 11 Exploration Lab: Changes in Water</p> <p>Virtual Lab(s): Forecasting the Weather</p>
SC.6.E.7.3	Describe how global patterns such as the jet stream and ocean currents influence local weather in measurable terms such as temperature, air pressure, wind direction and speed, and humidity and precipitation	<p>SE: Unit 10, Lesson 4, pp. 634–645; Unit 10, Lesson 5, pp. 648–661; Unit 11, Lesson 2, pp. 682–691; Unit 11, Lesson 3, pp. 696–709</p> <p>TE: Unit 10, Lesson 4, pp. 826–839; Unit 10, Lesson 5, pp. 842–856; Unit 11, Lesson 2, pp. 890–902; Unit 11, Lesson 3, pp. 908–922</p> <p>Student Interactive Digital Curriculum: Unit 10, Lesson 4, Wind in the Atmosphere; Unit 10, Lesson 5, Ocean Currents; Unit 11, Lesson 2, Elements of Weather; Unit 11, Lesson 3, What Influences Weather?</p> <p>Teacher Digital Management Center: Unit 10, Lesson 4, Wind in the Atmosphere; Unit 10, Lesson 5, Ocean Currents; Unit 11, Lesson 2, Elements of Weather; Unit 11, Lesson 3, What Influences Weather?</p> <p>Many labs address this benchmark, including the following:</p> <p>Labs: Unit 10, Lesson 4 Quick Lab: Modeling the Coriolis Effect; Unit 10, Lesson 5 Quick Lab: The Formation of Deep Currents; Unit 10, Lesson 5 Quick Lab: Can Messages Travel on Ocean Water?; Unit 11, Lesson 2 Quick Lab: Cloud Cover</p> <p>Virtual Lab: Forecasting the Weather; Ocean Currents</p>

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SC.6.E.7.4	Differentiate and show interactions among the geosphere, hydrosphere, cryosphere, atmosphere, and biosphere.	<p>SE: Unit 10, Lesson 1, pp. 590–603; Unit 10, Lesson 3, pp. 616–629; Unit 11, Lesson 1, pp. 670–681 TE: Unit 10, Lesson 1, pp. 774–788; Unit 10, Lesson 3, pp. 806–820; Unit 11, Lesson 1, pp. 876–889</p> <p>Student Interactive Digital Curriculum: Unit 10, Lesson 1, Earth's Spheres; Unit 10, Lesson 3, Energy Transfer; Unit 11, Lesson 1, The Water Cycle Teacher Digital Management Center: Unit 10, Lesson 1, Earth's Spheres; Unit 10, Lesson 3, Energy Transfer; Unit 11, Lesson 1, The Water Cycle</p> <p>Labs: Unit 10, Lesson 1 Quick Lab: Explaining Earth’s Systems; Unit 10, Lesson 1, Quick Lab: Analyze Weather Patterns; Unit 10, Lesson 3, Quick Lab: Modeling Convection; Unit 10 STEM Lab: Change and Balance Between Spheres; Unit 11 Exploration Lab: Changes in Water</p> <p>Virtual Lab: Forecasting the Weather</p>
SC.6.E.7.5	Explain how energy provided by the sun influences global patterns of atmospheric movement and the temperature differences between air, water, and land.	<p>SE: Unit 10, Lesson 3, pp. 616–629; Unit 10, Lesson 4, pp. 634–645; Unit 11, Lesson 6, pp. 742–755 TE: Unit 10, Lesson 3, pp. 806–820; Unit 10, Lesson 4, pp. 826–839; Unit 11, Lesson 6, pp. 960–975</p> <p>Student Interactive Digital Curriculum: Unit 10, Lesson 3, Energy Transfer; Unit 10, Lesson 4, Wind in the Atmosphere; Unit 11, Lesson 6, Climate Teacher Digital Management Center: Unit 10, Lesson 3, Energy Transfer; Unit 10, Lesson 4, Wind in the Atmosphere; Unit 11, Lesson 6, Climate</p> <p>Many labs address this benchmark, including the following: Lab(s): Unit 10, Lesson 3, Quick Lab: Modeling Convection; Unit 10, Lesson 3 Quick Lab: How Does Color Affect Temperature?; Unit 10, Lesson 4 Quick Lab: Modeling the Coriolis Effect</p>
SC.6.E.7.6	Differentiate between weather and climate.	<p>SE: Unit 11, Lesson 6, pp. 742–755 TE: Unit 11, Lesson 6, pp. 960–975</p> <p>Student Interactive Digital Curriculum: Unit 11, Lesson 6, Climate Teacher Digital Management Center: Unit 11, Lesson 6, Climate</p> <p>Labs: Unit 11, Lesson 6, Quick Lab: Modeling El Niño; Unit 11, Lesson 6, Quick Lab: Factors That Affect Climate</p>

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SC.6.E.7.7	Investigate how natural disasters have affected human life in Florida.	<p>SE: Unit 11, Lesson 5, pp. 726–739 TE: Unit 11, Lesson 5, pp. 942–955</p> <p>Student Interactive Digital Curriculum: Unit 11, Lesson 5, Natural Disasters in Florida Teacher Digital Management Center: Unit 11, Lesson 5, Natural Disasters in Florida</p> <p>Labs: Unit 11, Lesson 5 Quick Lab: Modeling a Hurricane; Unit 11, Lesson 5 Quick Lab: Create an Emergency Preparedness Kit</p>
SC.6.E.7.8	Describe ways human beings protect themselves from hazardous weather and sun exposure.	<p>SE: Unit 11, Lesson 4, pp. 712–725 TE: Unit 11, Lesson 4, pp. 926–940</p> <p>Student Interactive Digital Curriculum: Unit 11, Lesson 4, Severe Weather and Weather Safety Teacher Digital Management Center: Unit 11, Lesson 4, Severe Weather and Weather Safety</p> <p>Lab(s): Unit 10 STEM Lab: The Heat from the Sun; Unit 11, Lesson 4 Quick Lab: The Speed of Sound; Unit 11 Exploration Lab: Preparing for Severe Weather</p> <p>Virtual Lab(s): When Severe Weather Strikes</p>
SC.6.E.7.9	Describe how the composition and structure of the atmosphere protects life and insulates the planet.	<p>SE: Unit 10, Lesson 2, pp. 606–615 TE: Unit 10, Lesson 2, pp. 792–804</p> <p>Student Interactive Digital Curriculum: Unit 10, Lesson 2, The Atmosphere Teacher Digital Management Center: Unit 10, Lesson 2, The Atmosphere</p> <p>Labs: Unit 10, Lesson 2 Quick Lab: The Sun’s Angle and Temperature; Unit 10, Lesson 2 Quick Lab: Rising Heat; Unit 10 STEM Lab: Change and Balance Between Spheres</p> <p>Virtual Lab: The Composition and Structure of the Atmosphere</p>

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SC.6.N.1.1	Define a problem from the sixth grade curriculum, use appropriate reference materials to support scientific understanding, plan and carry out scientific investigation of various types, such as systematic observations or experiments, identify variables, collect and organize data, interpret data in charts, tables, and graphics, analyze information, make predictions, and defend conclusions.	<p>SE: Unit 8 Think Science, pp. 484–485; Unit 11, Lesson 4, pp. 712–725 TE: Unit 8 Think Science, pp. 632–633; Unit 11, Lesson 4, pp. 926–941</p> <p>Student Interactive Digital Curriculum: Unit 8 Think Science: Searching the Internet; Unit 11, Lesson 4, Severe Weather and Weather Safety Teacher Digital Management Center: Unit 8 Think Science: Searching the Internet; Unit 11, Lesson 4, Severe Weather and Weather Safety</p> <p>Many labs address this benchmark, including the following: Labs: Unit 8, Lesson 1 Quick Lab: Weathering Chalk; Unit 8, Lesson 2 Quick Lab: Moving Sediment; Unit 10, Lesson 1 Quick Lab: Analyzing Weather Patterns; Unit 10, Lesson 2 Quick Lab: Modeling Air Pressure</p>
SC.6.N.1.2	Explain why scientific investigations should be replicable.	<p>SE: Unit 1, Lesson 2, pp. 18–31 TE: Unit 1, Lesson 2, pp. 30–45</p> <p>Student Interactive Digital Curriculum: Unit 1, Lesson 2, Scientific Investigations Teacher Digital Management Center: Unit 1, Lesson 2, Scientific Investigations</p> <p>Lab: Unit 1, Lesson 5 Quick Lab: Investigate Mining</p>
SC.6.N.1.3	Explain the difference between an experiment and other types of scientific investigation, and explain the relative benefits and limitations of each.	<p>SE: Unit 1, Lesson 2, pp. 18–31 TE: Unit 1, Lesson 2, pp. 30–45</p> <p>Student Interactive Digital Curriculum: Unit 1, Lesson 2, Scientific Investigations Teacher Digital Management Center: Unit 1, Lesson 2, Scientific Investigations</p>
SC.6.N.1.4	Discuss, compare, and negotiate methods used, results obtained, and explanations among groups of students conducting the same investigation.	<p>SE: Unit 1, Lesson 2, pp. 18–31 TE: Unit 1, Lesson 2, pp. 30–45</p> <p>Student Interactive Digital Curriculum: Unit 1, Lesson 2, Scientific Investigations Teacher Digital Management Center: Unit 1, Lesson 2, Scientific Investigations</p> <p>Lab: Unit 1 STEM Lab: Earthquake Engineering Design Challenge</p>

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SC.6.N.1.5	Recognize that science involves creativity, not just in designing experiments, but also in creating explanations that fit evidence.	SE: Unit 1, Lesson 2, pp. 18–31 TE: Unit 1, Lesson 2, pp. 30–45 Student Interactive Digital Curriculum: Unit 1, Lesson 2, Scientific Investigations Teacher Digital Management Center: Unit 1, Lesson 2, Scientific Investigations Lab: Unit 1, Lesson 5 Quick Lab: Air Innovation
SC.6.N.2.1	Distinguish science from other activities involving thought.	SE: Unit 1, Lesson 1, pp. 4–15 TE: Unit 1, Lesson 1, pp. 14–27 Student Interactive Digital Curriculum: Unit 1, Lesson 1, Scientific Knowledge Teacher Digital Management Center: Unit 1, Lesson 1, Scientific Knowledge
SC.6.N.2.2	Explain that scientific knowledge is durable because it is open to change as new evidence or interpretations are encountered.	SE: Unit 1, Lesson 1, pp. 4–15 TE: Unit 1, Lesson 1, pp. 14–27 Student Interactive Digital Curriculum: Unit 1, Lesson 1, Scientific Knowledge Teacher Digital Management Center: Unit 1, Lesson 1, Scientific Knowledge
SC.6.N.2.3	Recognize that scientists who make contributions to scientific knowledge come from all kinds of backgrounds and possess varied talents, interests, and goals.	SE: Unit 11 People in Science, pp. 740–741 TE: Unit 11 People in Science, pp. 958–959 Student Interactive Digital Curriculum: Unit 11 People in Science: J. Marshall Shepherd Teacher Digital Management Center: Unit 11 People in Science: J. Marshall Shepherd Lab: Unit 3, Lesson 1 Quick Lab: The Heliocentric Model of the Solar System

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SC.6.N.3.1	Recognize and explain that a scientific theory is a well-supported and widely accepted explanation of nature and is not simply a claim posed by an individual. Thus, the use of the term theory in science is very different than how it is used in everyday life.	SE: Unit 1, Lesson 1, pp. 4–15; Unit 10 Think Science, pp. 646–647 TE: Unit 1, Lesson 1, pp. 14–27; Unit 10 Think Science, pp. 840–841 Student Interactive Digital Curriculum: Unit 1, Lesson 1, Scientific Knowledge; Unit 10 Think Science: Evaluating Claims Teacher Digital Management Center: Unit 1, Lesson 1, Scientific Knowledge; Unit 10 Think Science: Evaluating Claims
SC.6.N.3.2	Recognize and explain that a scientific law is a description of a specific relationship under given conditions in the natural world. Thus, scientific laws are different from societal laws.	SE: Unit 1, Lesson 1, pp. 4–15 TE: Unit 1, Lesson 1, pp. 14–27 Student Interactive Digital Curriculum: Unit 1, Lesson 1, Scientific Knowledge Teacher Digital Management Center: Unit 1, Lesson 1, Scientific Knowledge
SC.6.N.3.3	Give several examples of scientific laws.	SE: Unit 1, Lesson 1, pp. 4–15 TE: Unit 1, Lesson 1, pp. 14–27 Student Interactive Digital Curriculum: Unit 1, Lesson 1, Scientific Knowledge Teacher Digital Management Center: Unit 1, Lesson 1, Scientific Knowledge
SC.6.N.3.4	Identify the role of models in the context of the sixth grade science benchmarks.	SE: Unit 8, Lesson 3, pp. 486–497 TE: Unit 8, Lesson 3, pp. 634–647 Student Interactive Digital Curriculum: Unit 8, Lesson 3, Erosion and Deposition by Wind, Ice, and Gravity Teacher Digital Management Center: Unit 8, Lesson 3, Erosion and Deposition by Wind, Ice, and Gravity Many labs address this benchmark, including the following: Labs: Unit 8, Lesson 3 Quick Lab: Modeling a Glacier; Unit 8, Lesson 3 Quick Lab: Modeling a Landslide; Unit 10 Exploration Lab: Stop the Energy Transfer

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SC.7.E.6.1	Describe the layers of the solid Earth, including the lithosphere, the hot convecting mantle, and the dense metallic liquid and solid cores.	<p>SE: Unit 6, Lesson 3, pp. 342–349; Unit 6, Lesson 4, pp. 350–363 TE: Unit 6, Lesson 3, pp. 450–461; Unit 6, Lesson 4, pp. 462–469</p> <p>Student Interactive Digital Curriculum: Unit 6, Lesson 3, Earth’s Layers; Unit 6, Lesson 4, Plate Tectonics Teacher Digital Management Center: Unit 6, Lesson 3, Earth’s Layers; Unit 6, Lesson 4, Plate Tectonics</p> <p>Many labs address this benchmark, including the following: Labs: Unit 6, Lesson 3 Quick Lab: Layers of Earth; Unit 6, Lesson 3 Quick Lab: Tectonic Ice Cubes; Unit 6, Lesson 4 Quick Lab: Mantle Convection; Unit 6 Exploration Lab: Models of Earth</p> <p>Virtual Lab: Plate Boundaries</p>
SC.7.E.6.2	Identify the patterns within the rock cycle and relate them to surface events (weathering and erosion) and sub-surface events (plate tectonics and mountain building).	<p>SE: Unit 6, Lesson 1, pp. 310–323; Unit 6, Lesson 2, pp. 326–337; Unit 6, Lesson 4, pp. 350–363 TE: Unit 6, Lesson 1, pp. 414–428; Unit 6, Lesson 2, pp. 432–439; Unit 6, Lesson 4, pp. 462–469</p> <p>Student Interactive Digital Curriculum: Unit 6, Lesson 1, Minerals; Unit 6, Lesson 2, The Rock Cycle; Unit 6, Lesson 4, Plate Tectonics Teacher Digital Management Center: Unit 6, Lesson 1, Minerals; Unit 6, Lesson 2, The Rock Cycle; Unit 6, Lesson 4, Plate Tectonics</p> <p>Lab(s): Unit 4 STEM Lab: Using Water to Do Work; Unit 6, Lesson 2, Quick Lab: Crayon Rock Cycle; Unit 6, Lesson 2 Quick Lab: Compression; Unit 6, Lesson 4 Quick Lab: Reconstructing Land Masses; Unit 6 STEM Lab: Modeling Rock Formation; Unit 6 Exploration Lab: Seafloor Spreading</p> <p>Virtual Labs: Rock Test Kitchen; Plate Boundaries</p>

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SC.7.E.6.3	Identify current methods for measuring the age of Earth and its parts, including the law of superposition and radioactive dating.	<p>SE: Unit 7, Lesson 2, pp. 426–437; Unit 7, Lesson 3, pp. 440–451</p> <p>TE: Unit 7, Lesson 2, pp. 558–571; Unit 7, Lesson 3, pp. 575–587</p> <p>Student Interactive Digital Curriculum: Unit 7, Lesson 2, Relative Dating; Unit 7, Lesson 3, Absolute Dating</p> <p>Teacher Digital Management Center: Unit 7, Lesson 2, Relative Dating; Unit 7, Lesson 3, Absolute Dating</p> <p>Lab(s): Unit 7, Lesson 1 Quick Lab: Connecting Fossils to Climates; Unit 7, Lesson 2 Quick Lab: Layers of Sedimentary Rock; Unit 7, Lesson 3 Quick Lab: Radioactive Decay; Unit 7, Lesson 3 Quick Lab: Index Fossils</p> <p>Virtual Lab: Ordering Rock Layers</p>
SC.7.E.6.4	Explain and give examples of how physical evidence supports scientific theories that Earth has evolved over geologic time due to natural processes.	<p>SE: Unit 7, Lesson 1, pp. 412–425</p> <p>TE: Unit 7, Lesson 1, pp. 542–557</p> <p>Student Interactive Digital Curriculum: Unit 7, Lesson 1, Geologic Change Over Time</p> <p>Teacher Digital Management Center: Unit 7, Lesson 1, Geologic Change Over Time</p> <p>Many labs address this benchmark, including the following:</p> <p>Labs: Unit 7, Lesson 1 Quick Lab:Timeline of Earth’s History; Unit 7, Lesson 1 Quick Lab: Fossil Flipbook</p> <p>Virtual Lab: Earth’s History</p>

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SC.7.E.6.5	Explore the scientific theory of plate tectonics by describing how the movement of Earth's crustal plates causes both slow and rapid changes in Earth's surface, including volcanic eruptions, earthquakes, and mountain building.	<p>SE: Unit 6, Lesson 4, pp. 350–363; Unit 6, Lesson 5, pp. 366–375; Unit 6, Lesson 6, pp. 376–385; Unit 6, Lesson 7, pp. 390–401</p> <p>TE: Unit 6, Lesson 4, pp. 462–476; Unit 6, Lesson 5, pp. 480–492; Unit 6, Lesson 6, pp. 494–506; Unit 6, Lesson 7, pp. 512–525</p> <p>Student Interactive Digital Curriculum: Unit 6, Lesson 4, Plate Tectonics; Unit 6, Lesson 5, Mountain Building; Unit 6, Lesson 6, Earthquakes; Unit 6, Lesson 7, Volcanoes</p> <p>Teacher Digital Management Center: Unit 6, Lesson 4, Plate Tectonics; Unit 6, Lesson 5, Mountain Building; Unit 6, Lesson 6, Earthquakes; Unit 6, Lesson 7, Volcanoes</p> <p>Labs: Unit 6, Lesson 4 Quick Lab: Reconstructing Land Masses; Unit 6, Lesson 4 Quick Lab: What Happens When Objects Collide?; Unit 6, Lesson 5 Quick Lab: Modeling Geologic Processes; Unit 6, Lesson 6 Quick Lab: Elastic Rebound</p> <p>Virtual Lab: Plate Boundaries</p>
SC.7.E.6.6	Identify the impact that humans have had on Earth, such as deforestation, urbanization, desertification, erosion, air and water quality, changing the flow of water.	<p>SE: Unit 9, Lesson 1, pp. 518–525; Unit 9, Lesson 2, pp. 526–535; Unit 9, Lesson 3, pp. 538–551; Unit 9, Lesson 4, pp. 556–567; Unit 9, Lesson 5, pp. 568–581</p> <p>TE: Unit 9, Lesson 1, pp. 680–691; Unit 9, Lesson 2, pp. 692–704; Unit 9, Lesson 3, pp. 708–722; Unit 9, Lesson 4, pp. 728–741; Unit 9, Lesson 5, pp. 742–756</p> <p>Student Interactive Digital Curriculum: Unit 9, Lesson 1, Natural Resources; Unit 9, Lesson 2, Human Impact on Land; Unit 9, Lesson 3, Human Impact on Water; Unit 9, Lesson 4, Human Impact on the Atmosphere; Unit 9, Lesson 5, Protecting Earth’s Water, Land, and Air</p> <p>Teacher Digital Management Center: Unit 9, Lesson 1, Natural Resources; Unit 9, Lesson 2, Human Impact on Land; Unit 9, Lesson 3, Human Impact on Water; Unit 9, Lesson 4, Human Impact on the Atmosphere; Unit 9, Lesson 5, Protecting Earth’s Water, Land, and Air</p> <p>Labs: Unit 9, Lesson 1 Quick Lab: Renewable or Not?; Unit 9, Lesson 1 Quick Lab: Production Impacts; Unit 9, Lesson 1 Quick Lab: How Is That Made?; Unit 9 Exploration Lab: Natural Resources Used at Lunch; Unit 9 Exploration Lab: Filtering Water</p> <p>Virtual Lab: Waste and Wastewater</p>

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SC.7.E.6.7	Recognize that heat flow and movement of material within Earth causes earthquakes and volcanic eruptions, and creates mountains and ocean basins.	<p>SE: Unit 6, Lesson 3, pp. 342–349; Unit 6, Lesson 4, pp. 350–363; Unit 6, Lesson 5, pp. 366–375; Unit 6, Lesson 6, pp. 376–385; Unit 6, Lesson 7, pp. 390–401</p> <p>TE: Unit 6, Lesson 3, pp. 450–461; Unit 6, Lesson 4, pp. 462–476; Unit 6, Lesson 5, pp. 480–492; Unit 6, Lesson 6, pp. 494–506; Unit 6, Lesson 7, pp. 512–525</p> <p>Student Interactive Digital Curriculum: Unit 6, Lesson 3, Earth’s Layers; Unit 6, Lesson 4, Plate Tectonics; Unit 6, Lesson 5, Mountain Building; Unit 6, Lesson 6, Earthquakes; Unit 6, Lesson 7, Volcanoes</p> <p>Teacher Digital Management Center: Unit 6, Lesson 3, Earth’s Layers; Unit 6, Lesson 4, Plate Tectonics; Unit 6, Lesson 5, Mountain Building; Unit 6, Lesson 6, Earthquakes; Unit 6, Lesson 7, Volcanoes</p> <p>Lab(s): Unit 6, Lesson 4 Quick Lab: Mantle Convection; Unit 6, Lesson 5 Quick Lab: Modeling Strike-Slip Faults; Unit 6, Lesson 6 Quick Lab: Earthquakes and Buildings; Unit 6, Lesson 6 Quick Lab: Earthquake Vibrations; Unit 6, Lesson 7 Quick Lab: Modeling an Explosive Eruption; Unit 6, Lesson 7 Quick Lab: Volcano Mapping; Unit 6 STEM Lab: Models of Earth</p>
SC.7.N.1.1	Define a problem from the seventh grade curriculum, use appropriate reference materials to support scientific understanding, plan and carry out scientific investigation of various types, such as systematic observations or experiments, identify variables, collect and organize data, interpret data in charts, tables, and graphics, analyze information, make predictions, and defend conclusions.	<p>SE: Unit 1, Lesson 2, pp. 18–31; Unit 1, Lesson 3, pp. 32–41; Unit 6, Lesson 5, pp. 366–375; Unit 6, Lesson 6, pp. 376–385; Unit 7, Lesson 1, pp. 412–425</p> <p>TE: Unit 1, Lesson 2, pp. 30–45; Unit 1, Lesson 3, pp. 46–59; Unit 6, Lesson 5, pp. 480–493; Unit 6, Lesson 6, pp. 494–506; Unit 7, Lesson 1, pp. 542–557</p> <p>Student Interactive Digital Curriculum: Unit 1, Lesson 2, Scientific Investigations; Unit 1, Lesson 3, Representing Data; Unit 6, Lesson 5, Mountain Building; Unit 6, Lesson 6, Earthquakes; Unit 7, Lesson 1, Geologic Change Over Time</p> <p>Teacher Digital Management Center: Unit 1, Lesson 2, Scientific Investigations; Unit 1, Lesson 3, Representing Data; Unit 6, Lesson 5, Mountain Building; Unit 6, Lesson 6, Earthquakes; Unit 7, Lesson 1, Geologic Change Over Time</p> <p>Many labs address this benchmark, including the following:</p> <p>Labs: Unit 1, Lesson 3 Quick Lab: Interpreting Models; Unit 1, Lesson 3 Quick Lab: Heart Rate and Exercise; Unit 1 Exploration Lab: Exploring Convection; Unit 6 STEM Lab: Use a Seismograph to Determine the Amount of Energy in an Earthquake; Unit 6, Lesson 6 Quick Lab: Earthquake Vibrations; Unit 9, Lesson 1, Quick Lab: Production Impacts; Unit 9 Exploration Lab: Filtering Water</p>

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SC.7.N.1.2	Differentiate replication (by others) from repetition (multiple trials).	<p>SE: Unit 1, Lesson 2, pp. 18–31 TE: Unit 1, Lesson 2, pp. 30–45</p> <p>Student Interactive Digital Curriculum: Unit 1, Lesson 2, Scientific Investigations Teacher Digital Management Center: Unit 1, Lesson 2, Scientific Investigations</p> <p>Labs: Unit 1, Lesson 2 Quick Lab: Identifying Minerals; Unit 6, Lesson 1 Quick Lab: Evaporation Rates; Unit 7, Lesson 3 Quick Lab: Radioactive Decay; Unit 9, Lesson 4 Quick Lab: Concrete Versus Vegetation</p>
SC.7.N.1.3	Distinguish between an experiment (which must involve the identification and control of variables) and other forms of scientific investigation and explain that not all scientific knowledge is derived from experimentation.	<p>SE: Unit 1, Lesson 1, pp. 4–15 TE: Unit 1, Lesson 1, pp. 14–27</p> <p>Student Interactive Digital Curriculum: Unit 1, Lesson 1, Scientific Knowledge Teacher Digital Management Center: Unit 1, Lesson 1, Scientific Knowledge</p> <p>Labs: Unit 3, Lesson 3 Quick Lab: Model Solar Rotation; Unit 6, Lesson 1 Quick Lab: Cooling Rate and Crystal Size; Unit 6, Lesson 3 Quick Lab: Tectonic Ice Cubes; Unit 10, Lesson 1 Quick Lab: Explaining Earth’s Systems</p>
SC.7.N.1.4	Identify test variables (independent variables) and outcome variables (dependent variables) in an experiment.	<p>SE: Unit 1, Lesson 2, pp. 18–31 TE: Unit 1, Lesson 2, pp. 30–45</p> <p>Student Interactive Digital Curriculum: Unit 1, Lesson 2, Scientific Investigations Teacher Digital Management Center: Unit 1, Lesson 2, Scientific Investigations</p> <p>Many labs address this benchmark, including the following: Labs: Unit 1, Lesson 6 Quick Lab: Investigate Energy Efficiency; Unit 6, Lesson 1 Quick Lab: Cooling Rate and Crystal Size; Unit 6, Lesson 1 Quick Lab: Evaporation Rates; Unit 6, Lesson 6 Quick Lab: Earthquake Vibrations</p>

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SC.7.N.1.5	Describe the methods used in the pursuit of a scientific explanation as seen in different fields of science such as biology, geology, and physics.	<p>SE: Unit 1, Lesson 1, pp. 4–15; Unit 1, Lesson 2, pp. 18–31; Unit 1, Lesson 3, pp. 32–41; Unit 6, Lesson 4, pp. 350–363; Unit 7, Lesson 1, pp. 412–425; Unit 7, Lesson 2, pp. 426–437; Unit 7, Lesson 3, pp. 440–451</p> <p>TE: Unit 1, Lesson 1, pp. 14–27; Unit 1, Lesson 2, pp. 30–45; Unit 1, Lesson 3, pp. 46–59; Unit 6, Lesson 4, pp. 462–477; Unit 7, Lesson 1, pp. 542–557; Unit 7, Lesson 2, pp. 558–571; Unit 7, Lesson 3, pp. 574–587</p> <p>Student Interactive Digital Curriculum: Unit 1, Lesson 1, Scientific Knowledge; Unit 1, Lesson 2, Scientific Investigations; Unit 1, Lesson 3, Representing Data; Unit 6, Lesson 4, Plate Tectonics; Unit 7, Lesson 1, Geologic Change over Time; Unit 7, Lesson 2, Relative Dating; Unit 7, Lesson 3, Absolute Dating</p> <p>Teacher Digital Management Center: Unit 1, Lesson 1, Scientific Knowledge; Unit 1, Lesson 2, Scientific Investigations; Unit 1, Lesson 3, Representing Data; Unit 6, Lesson 4, Plate Tectonics; Unit 7, Lesson 1, Geologic Change over Time; Unit 7, Lesson 2, Relative Dating; Unit 7, Lesson 3, Absolute Dating</p> <p>Many labs address this benchmark, including the following:</p> <p>Labs: Unit 1, Lesson 4 Quick Lab: Evaluate a Prototype; Unit 6 STEM Lab: Modeling Rock Formation; Unit 6, Lesson 1 Quick Lab: Scratch Test; Unit 6, Lesson 6 Quick Lab: Earthquakes and Buildings; Unit 6, Lesson 7 Quick Lab: Volcano Mappings; Unit 7 STEM Lab: Exploring Landforms; Unit 7, Lesson 1 Quick Lab: Fossil Flipbook; Unit 9 Exploration Lab: Natural Resources Used at Lunch; Unit 11, Lesson 4 Quick Lab: The Speed of Sound</p> <p>Virtual Lab: Unit 1, Lesson 3, Constructing Data Graphs</p>
SC.7.N.1.6	Explain that empirical evidence is the cumulative body of observations of a natural phenomenon on which scientific explanations are based.	<p>SE: Unit 1, Lesson 1, pp. 4–15</p> <p>TE: Unit 1, Lesson 1, pp. 14–27</p> <p>Student Interactive Digital Curriculum: Unit 1, Lesson 1, Scientific Knowledge</p> <p>Teacher Digital Management Center: Unit 1, Lesson 1, Scientific Knowledge</p> <p>Labs: Unit 6, Lesson 1 Quick Lab: Scratch Test; Unit 6, Lesson 2 Quick Lab: Compression; Unit 6 Exploration Lab: Intrinsic Identification of Minerals</p>

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SC.7.N.1.7	Explain that scientific knowledge is the result of a great deal of debate and confirmation within the science community.	<p>SE: Unit 1, Lesson 1, pp. 4–15 TE: Unit 1, Lesson 1, pp. 14–27</p> <p>Student Interactive Digital Curriculum: Unit 1, Lesson 1, Scientific Knowledge Teacher Digital Management Center: Unit 1, Lesson 1, Scientific Knowledge</p> <p>Labs: Unit 1, Lesson 1 Quick Lab: Pluto on Trial; Unit 1 Exploration Lab: Mapping the Ocean Floor</p>
SC.7.N.2.1	Identify an instance from the history of science in which scientific knowledge has changed when new evidence or new interpretations are encountered.	<p>SE: Unit 1, Lesson 1, pp. 4–15 TE: Unit 1, Lesson 1, pp. 14–27</p> <p>Student Interactive Digital Curriculum: Unit 1, Lesson 1, Scientific Knowledge Teacher Digital Management Center: Unit 1, Lesson 1, Scientific Knowledge</p> <p>Labs: Unit 1, Lesson 1 Quick Lab: Pluto on Trial; Unit 1, Lesson 4 Quick Lab: Technology in Science; Unit 1 Exploration Lab: Mapping the Ocean Floor; Unit 7, Lesson 1 Quick Lab: Timeline of Earth’s History; Unit 7, Leson 3 Quick Lab: Radioactive Decay</p>
SC.7.N.3.1	Recognize and explain the difference between theories and laws and give several examples of scientific theories and the evidence that supports them.	<p>SE: Unit 1, Lesson 1, pp. 4–15 TE: Unit 1, Lesson 1, pp. 14–27</p> <p>Student Interactive Digital Curriculum: Unit 1, Lesson 1, Scientific Knowledge Teacher Digital Management Center: Unit 1, Lesson 1, Scientific Knowledge</p> <p>Labs: Unit 1 Exploration Lab: Mapping the Ocean Floor; Unit 3, Lesson 3 Quick Lab: Model Solar Rotation; Unit 6, Lesson 4 Quick Lab: What Happens When Objects Collide?</p>

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SC.7.N.3.2	Identify the benefits and limitations of the use of scientific models.	<p>SE: Unit 1, Lesson 3, pp. 32–41 TE: Unit 1, Lesson 3, pp. 46–59</p> <p>Student Interactive Digital Curriculum: Unit 1, Lesson 3, Representing Data Teacher Digital Management Center: Unit 1, Lesson 3, Representing Data</p> <p>Labs: Unit 6, Lesson 3 Quick Lab: Layers of Earth; Unit 6 STEM Lab: Models of Earth</p> <p>Virtual Lab: Unit 1, Lesson 3, Constructing Data Graphs</p>
SC.8.E.5.1	Recognize that there are enormous distances between objects in space and apply our knowledge of light and space travel to understand this distance.	<p>SE: Unit 2, Lesson 1, pp. 90–99 TE: Unit 2, Lesson 1, pp. 120–133</p> <p>Student Interactive Digital Curriculum: Unit 2, Lesson 1, Structure of the Universe Teacher Digital Management Center: Unit 2, Lesson 1, Structure of the Universe</p> <p>Virtual Lab: Unit 2, Lesson 1, Distances in the Universe</p>
SC.8.E.5.2	Recognize that the universe contains many billions of galaxies and that each galaxy contains many billions of stars.	<p>SE: Unit 2, Lesson 1, pp. 90–99 TE: Unit 2, Lesson 1, pp. 120–133</p> <p>Student Interactive Digital Curriculum: Unit 2, Lesson 1, Structure of the Universe Teacher Digital Management Center: Unit 2, Lesson 1, Structure of the Universe</p> <p>Lab: Unit 2, Lesson 1 Quick Lab: Modeling Galaxies</p> <p>Virtual Lab: Unit 2, Lesson 1, Distances in the Universe</p>

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SC.8.E.5.3	Distinguish the hierarchical relationships between planets and other astronomical bodies relative to solar system, galaxy, and universe, including distance, size, and composition.	<p>SE: Unit 2, Lesson 1, pp. 90–99; Unit 3, Lesson 3, pp. 146–157; Unit 3, Lesson 4, pp. 158–171; Unit 3, Lesson 5, pp. 174–185; Unit 3, Lesson 6, pp. 188–201</p> <p>TE: Unit 2, Lesson 1, pp. 120–133; Unit 3, Lesson 3, pp. 200–213; Unit 3, Lesson 4, pp. 214–229; Unit 3, Lesson 5, pp. 232–245; Unit 3, Lesson 6, pp. 248–263</p> <p>Student Interactive Digital Curriculum: Unit 2, Lesson 1, Structure of the Universe; Unit 3, Lesson 3, The Sun; Unit 3, Lesson 4, The Terrestrial Planets; Unit 3, Lesson 5, The Gas Giant Planets; Unit 3, Lesson 6, Small Bodies in the Solar System</p> <p>Teacher Digital Management Center: Unit 2, Lesson 1, Structure of the Universe; Unit 3, Lesson 3, The Sun; Unit 3, Lesson 4, The Terrestrial Planets; Unit 3, Lesson 5, The Gas Giant Planets; Unit 3, Lesson 6, Small Bodies in the Solar System</p> <p>Labs: Unit 2, Lesson 1 Quick Lab: Modeling the Expanding Universe; Unit 2, Lesson 1 Quick Lab: Modeling Galaxies; Unit 2 Exploration Lab: Exploring the Relationship Between Mass and Shape; Unit 3, Lesson 3 Quick Lab: Model Solar Rotation; Unit 3, Lesson 4 Quick Lab: How Do the Layers Inside Planets Form?; Unit 3, Lesson 4 Quick Lab: Schoolyard Solar System; Unit 3, Lesson 5 Quick Lab: The Winds on Neptune; Unit 3, Lesson 6 Quick Lab: Orbits of Comets; Unit 3, Lesson 6 Quick Lab: Modeling Crater Formation; Unit 5 STEM Lab: Build a Rocket</p> <p>Virtual Labs: Unit 2, Lesson 1, Distances in the Universe; Unit 3, Lesson 4, Altering Planets</p>
SC.8.E.5.4	Explore the Law of Universal Gravitation by explaining the role that gravity plays in the formation of planets, stars, and solar systems and in determining their motions.	<p>SE: Unit 3, Lesson 2, pp. 132–145</p> <p>TE: Unit 3, Lesson 2, pp. 184–198</p> <p>Student Interactive Digital Curriculum: Unit 3, Lesson 2, Gravity and the Solar System</p> <p>Teacher Digital Management Center: Unit 3, Lesson 2, Gravity and the Solar System</p> <p>Labs: Unit 3, Lesson 2 Quick Lab: Gravity’s Effect; Unit 3, Lesson 2 Quick Lab: Orbital Ellipses</p>

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SC.8.E.5.5	Describe and classify specific physical properties of stars: apparent magnitude (brightness), temperature (color), size, and luminosity (absolute brightness).	<p>SE: Unit 2, Lesson 2, pp. 102–111 TE: Unit 2, Lesson 2, pp. 136–148</p> <p>Student Interactive Digital Curriculum: Unit 2, Lesson 2, Stars Teacher Digital Management Center: Unit 2, Lesson 2, Stars</p> <p>Labs: Unit 2, Lesson 2 Quick Lab: Modeling Star Magnitudes; Unit 2 Field Lab: Investigating Parallax</p> <p>Virtual Lab: Unit 2, Lesson 2, Using Color to Measure Temperature</p>
SC.8.E.5.6	Create models of solar properties including: rotation, structure of the Sun, convection, sunspots, solar flares, and prominences.	<p>SE: Unit 3, Lesson 3, pp. 146–157 TE: Unit 3, Lesson 3, pp. 200–213</p> <p>Student Interactive Digital Curriculum: Unit 3, Lesson 3, The Sun Teacher Digital Management Center: Unit 3, Lesson 3, The Sun</p> <p>Labs: Unit 3, Lesson 3 Quick Lab: Model Solar Composition; Unit 3 Exploration Lab: Create a Model of the Sun; Unit 10 STEM Lab: Change and Balance Between Spheres</p>
SC.8.E.5.7	Compare and contrast the properties of objects in the Solar System including the Sun, planets, and moons to those of Earth, such as gravitational force, distance from the Sun, speed, movement, temperature, and atmospheric conditions.	<p>SE: Unit 3, Lesson 4, pp. 158–171; Unit 3, Lesson 5, pp. 174–185; Unit 3, Lesson 6, pp. 188–201 TE: Unit 3, Lesson 4, pp. 214–229; Unit 3, Lesosn 5, pp. 232–245; Unit 3, Lesosn 6, pp. 248–263</p> <p>Student Interactive Digital Curriculum: Unit 3, Lesson 4, The Terrestrial Planets; Unit 3, Lesson 5, The Gas Giant Planets; Unit 3, Lesson 6, Small Bodies in the Solar System Teacher Digital Management Center: Unit 3, Lesson 4, The Terrestrial Planets; Unit 3, Lesson 5, The Gas Giant Planets; Unit 3, Lesson 6, Small Bodies in the Solar System</p> <p>Labs: Unit 3, Lesson 5, Quick Lab: The Winds on Neptune; Unit 3, Lesson 5, Quick Lab: Modeling Saturn’s Rings; Unit 3, Lesson 5 Quick: The Winds on Neptune; Unit 3, Lesson 6: Quick Lab, Modeling Crater Formation; Unit 3 Exploration Lab: Weights on Different Celestial Bodies</p>

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SC.8.E.5.8	Compare various historical models of the Solar System, including geocentric and heliocentric.	<p>SE: Unit 3, Lesson 1, pp. 120–129 TE: Unit 3, Lesson 1, pp. 168–181</p> <p>Student Interactive Digital Curriculum: Unit 3, Lesson 1, Historical Models of the Solar System Teacher Digital Management Center: Unit 3, Lesson 1, Historical Models of the Solar System</p> <p>Labs: Unit 3, Lesson 1 Quick Lab: The Geocentric Model of the Solar System; Unit 3, Lesson 1 Quick Lab: The Heliocentric Model of the Solar System; Unit 3 STEM Lab: Create a Model of the Sun</p>
SC.8.E.5.9	Explain the impact of objects in space on each other including: 1. The Sun on the Earth including seasons and gravitational attraction, 2. The Moon on the Earth, including phases, tides, and eclipses, and the relative position of each body.	<p>SE: Unit 4, Lesson 1, pp. 212–221; Unit 4, Lesson 2, pp. 222–231; Unit 4, Lesson 3, pp. 234–243 TE: Unit 4, Lesson 1, pp. 280–293; Unit 4, Lesson 2, pp. 294–307; Unit 4, Lesson 3, pp. 310–323</p> <p>Student Interactive Digital Curriculum: Unit 4, Lesson 1, Earth’s Days, Years, and Seasons; Unit 4, Lesson 2, Moon Phases and Eclipses; Unit 4, Lesson 3, Earth’s Tides Teacher Digital Management Center: Unit 4, Lesson 1, Earth’s Days, Years, and Seasons; Unit 4, Lesson 2, Moon Phases and Eclipses; Unit 4, Lesson 3, Earth’s Tides</p> <p>Labs: Unit 4, Lesson 1 Quick Lab: Seasons Model; Unit 4, Lesson 1 Quick Lab: Earth’s Rotation and Revolution; Unit 4, Lesson 2 Quick Lab: Moon Phases; Unit 4 Exploration Lab: What the Moon Orbits; Unit 4 STEM Lab: What the Moon Orbits; Unit 10 STEM Lab: The Heat from the Sun</p> <p>Virtual Lab: Unit 4, Lesson 2, Spheres in Space</p>
SC.8.E.5.10	Assess how technology is essential to science for such purposes as access to outer space and other remote locations, sample collection, measurement, data collection and storage, computation, and communication of information.	<p>SE: Unit 5, Lesson 1, pp. 256–269; Unit 5, Lesson 2, pp. 272–285 TE: Unit 5, Lesson 1, pp. 342–357; Unit 5, Lesson 2, pp. 360–375</p> <p>Student Interactive Digital Curriculum: Unit 5, Lesson 1, Images from Space; Unit 5, Lesson 2, Technology for Space Exploration Teacher Digital Management Center: Unit 5, Lesson 1, Images from Space; Unit 5, Lesson 2, Technology for Space Exploration</p> <p>Labs: Unit 5, Lesson 2 Quick Lab: Splitting White Light; Unit 5 Field Lab: Making a Telescope; Unit 5 Field Lab: Build a Rocket; Unit 5, Lesson 1 Quick Lab: A Model of the Expanding Universe</p> <p>Virtual Lab: Unit 5, Lesson 2, Exploring with Space Probes</p>

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SC.8.E.5.11	Identify and compare characteristics of the electromagnetic spectrum such as wavelength, frequency, use, and hazards and recognize its application to an understanding of planetary images and satellite photographs.	SE: Unit 5, Lesson 1, pp. 256–269 TE: Unit 5, Lesson 1, pp. 342–357 Student Interactive Digital Curriculum: Unit 5, Lesson 1, Images from Space Teacher Digital Management Center: Unit 5, Lesson 1, Images from Space Lab: Unit 5, Lesson 1 Quick Lab: Using Invisible Light
SC.8.E.5.12	Summarize the effects of space exploration on the economy and culture of Florida.	SE: Unit 5, Lesson 3, pp. 288–301 TE: Unit 5, Lesson 3, pp. 378–392 Student Interactive Digital Curriculum: Unit 5, Lesson 3, Space Exploration and Florida Teacher Digital Management Center: Unit 5, Lesson 3, Space Exploration and Florida Labs: Unit 5, Lesson 3 Quick Lab: Florida Economics without NASA; Unit 5, Lesson 3 Quick Lab: Florida Culture without NASA
SC.8.N.1.1	Define a problem from the eighth grade curriculum using appropriate reference materials to support scientific understanding, plan and carry out scientific investigations of various types, such as systematic observations or experiments, identify variables, collect and organize data, interpret data in charts, tables, and graphics, analyze information, make predictions, and defend conclusions.	SE: Unit 2, Lesson 1, pp. 90–99; Unit 3, Lesson 6, pp. 188–201; Unit 4, Lesson 3, pp. 234–243 TE: Unit 2, Lesson 1, pp. 120–133; Unit 3, Lesson 6, pp. 248–263; Unit 4, Lesson 3, pp. 310–323 Student Interactive Digital Curriculum: Unit 2, Lesson 1, Structure of the Universe; Unit 3, Lesson 6, Small Bodies in the Solar System; Unit 4, Lesson 3, Earth’s Tides Teacher Digital Management Center: Unit 2, Lesson 1, Structure of the Universe; Unit 3, Lesson 6, Small Bodies in the Solar System; Unit 4, Lesson 3, Earth’s Tides Labs: Unit 2, Lesson 2 Quick Lab: Star Graphing; Unit 2 Exploration Lab: Exploring the Relationship Between Mass and Shape; Unit 3, Lesson 2, Quick Lab: Gravity’s Effect
SC.8.N.1.2	Design and conduct a study using repeated trials and replication.	SE: Unit 1, Lesson 2, pp. 18–31 TE: Unit 1, Lesson 2, pp. 30–45 Student Interactive Digital Curriculum: Unit 1, Lesson 2, Scientific Investigations Teacher Digital Management Center: Unit 1, Lesson 2, Scientific Investigations

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SC.8.N.1.3	Use phrases such as "results support" or "fail to support" in science, understanding that science does not offer conclusive 'proof' of a knowledge claim.	<p>SE: Unit 5 Think Science, pp. 286–287 TE: Unit 5 Think Science, pp. 376–377</p> <p>Student Interactive Digital Curriculum: Unit 5 Think Science: Testing and Modifying Theories Teacher Digital Management Center: Unit 5 Think Science: Testing and Modifying Theories</p>
SC.8.N.1.4	Explain how hypotheses are valuable if they lead to further investigations, even if they turn out not to be supported by the data.	<p>SE: Unit 3, Lesson 1, pp. 120–129; Unit 3, Lesson 2, pp. 132–145 TE: Unit 3, Lesson 1, pp. 168–181; Unit 3, Lesson 2, pp. 184–198</p> <p>Student Interactive Digital Curriculum: Unit 3, Lesson 1, Historical Models of the Solar System; Unit 3, Lesson 2, Gravity and the Solar System Teacher Digital Management Center: Unit 3, Lesson 1, Historical Models of the Solar System; Unit 3, Lesson 2, Gravity and the Solar System</p>
SC.8.N.1.5	Analyze the methods used to develop a scientific explanation as seen in different fields of science.	<p>SE: Unit 2, Lesson 1, pp. 90–99; Unit 3, Lesson 1, pp. 120–129; Unit 3, Lesson 2, pp. 132–145; Unit 3, Lesson 4, pp. 158–171; Unit 5, Lesson 2, pp. 272–285 TE: Unit 2, Lesson 1, pp. 120–133; Unit 3, Lesson 1, pp. 168–181; Unit 3, Lesson 2, pp. 184–198; Unit 3, Lesson 4, pp. 214–229; Unit 5, Lesson 2, pp. 360–375</p> <p>Student Interactive Digital Curriculum: Unit 2, Lesson 1, Structure of the Universe; Unit 3, Lesson 1, Historical Models of the Solar System; Unit 3, Lesson 2, Gravity and the Solar System; Unit 3, Lesson 4, The Terrestrial Planets; Unit 5, Lesson 2, Technology for Space Exploration Teacher Digital Management Center: Unit 2, Lesson 1, Structure of the Universe; Unit 3, Lesson 1, Historical Models of the Solar System; Unit 3, Lesson 2, Gravity and the Solar System; Unit 3, Lesson 4, The Terrestrial Planets; Unit 5, Lesson 2, Technology for Space Exploration</p> <p>Lab(s): Unit 2, Lesson 2 Quick Lab: Using a Sky Map; Unit 2 Field Lab: Investigating Parallax; Unit 5 Field Lab: Making a Telescope</p>

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SC.8.N.1.6	Understand that scientific investigations involve the collection of relevant empirical evidence, the use of logical reasoning, and the application of imagination in devising hypotheses, predictions, explanations and models to make sense of the collected evidence.	<p>SE: Unit 2, Lesson 2, pp. 102–111; Unit 3, Lesson 1, pp. 120–129; Unit 3, Lesson 2, pp. 132–145; Unit 4 Think Science, pp. 232–233</p> <p>TE: Unit 2, Lesson 2, pp. 136–148; Unit 3, Lesson 1, pp. 168–181; Unit 3, Lesson 2, pp. 184–198; Unit 4 Think Science, pp. 308–309</p> <p>Student Interactive Digital Curriculum: Unit 2, Lesson 2, Stars; Unit 3, Lesson 1, Historical Models of the Solar System; Unit 4 Think Science: Analyzing Scientific Explanations</p> <p>Teacher Digital Management Center: Unit 2, Lesson 2, Stars; Unit 3, Lesson 1, Historical Models of the Solar System; Unit 4 Think Science: Analyzing Scientific Explanations</p> <p>Many labs address this benchmark, including the following:</p> <p>Labs: Unit 3, Lesson 1 Quick Lab: The Geocentric Model of the Solar System; Unit 3, Lesson 6 Quick Lab: Orbits of Comets; Unit 4, Lesson 2, Quick Lab: Moon Phases; Unit 4, Lesson 3 Quick Lab: Tidal Math; Unit 11, Lesson 2 Quick Lab: Coastal Climate Model</p>
SC.8.N.2.1	Distinguish between scientific and pseudoscientific ideas.	<p>SE: Unit 1, Lesson 1, pp. 4–15</p> <p>TE: Unit 1, Lesson 1, pp. 14–27</p> <p>Student Interactive Digital Curriculum: Unit 1, Lesson 1, Scientific Knowledge</p> <p>Teacher Digital Management Center: Unit 1, Lesson 1, Scientific Knowledge</p>
SC.8.N.2.2	Discuss what characterizes science and its methods.	<p>SE: Unit 3, Lesson 2, pp. 132–145; Unit 4 Think Science, pp. 232–233</p> <p>TE: Unit 3, Lesson 2, pp. 184–198; Unit 4 Think Science, pp. 308–309</p> <p>Student Interactive Digital Curriculum: Unit 3, Lesson 2, Gravity and the Solar System; Unit 4 Think Science: Analyzing Scientific Explanations</p> <p>Teacher Digital Management Center: Unit 3, Lesson 2, Gravity and the Solar System; Unit 4 Think Science: Analyzing Scientific Explanations</p> <p>Lab: Unit 3, Lesson 1 Quick Lab: The Heliocentric Model of the Solar System</p>

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SC.8.N.3.1	Select models useful in relating the results of their own investigations.	<p>SE: Unit 2, Lesson 1 pp. 90–99; Unit 2, Lesson 2, pp. 102–111 TE: Unit 2, Lesson 1 pp. 120–133; Unit 2, Lesson 2, pp. 136–148</p> <p>Student Interactive Digital Curriculum: Unit 2, Lesson 1, Structure of the Universe; Unit 2, Lesson 2, Stars Teacher Digital Management Center: Unit 2, Lesson 1, Structure of the Universe; Unit 2, Lesson 2, Stars</p> <p>Labs: Unit 2, Lesson 1 Quick Lab: Modeling the Expanding Universe; Unit 2 Exploration Lab: Star Colors and Temperatures; Unit 6, Lesson 5 Quick Lab: Modeling Geologic Processes</p>
SC.8.N.3.2	Explain why theories may be modified but are rarely discarded.	<p>SE: Unit 3, Lesson 1, pp. 120–129; Unit 5 Think Science, pp. 286–287 TE: Unit 3, Lesson 1, pp. 168–181; Unit 5 Think Science, pp. 376–377</p> <p>Student Interactive Digital Curriculum: Unit 3, Lesson 1, Historical Models of the Solar System; Unit 5 Think Science: Testing and Modifying Theories Teacher Digital Management Center: Unit 3, Lesson 1, Historical Models of the Solar System; Unit 5 Think Science: Testing and Modifying Theories</p>
SC.8.N.4.1	Explain that science is one of the processes that can be used to inform decision making at the community, state, national, and international levels.	<p>SE: Unit 5 People in Science, pp. 270–271; Unit 5, Lesson 2, pp. 272–285; Unit 5, Lesson 3, pp. 288–301 TE: Unit 5 People in Science, pp. 358–359; Unit 5, Lesson 2, pp. 360–375; Unit 5, Lesson 3, pp. 378–393</p> <p>Student Interactive Digital Curriculum: Unit 5 People in Science: Sandra Faber; Unit 5, Lesson 2, Technology for Space Exploration; Unit 5, Lesson 3, Space Exploration and Florida Teacher Digital Management Center: Unit 5 People in Science: Sandra Faber; Unit 5, Lesson 2, Technology for Space Exploration; Unit 5, Lesson 3, Space Exploration and Florida</p> <p>Many labs address this benchmark, including the following: Lab(s): Unit 9, Lesson 2 Quick Lab: Debating Human Impact; Unit 5, Lesson 3 Quick Lab: Florida Economics Without NASA</p>

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SC.8.N.4.2	Explain how political, social, and economic concerns can affect science, and vice versa.	<p>SE: Unit 5, Lesson 1, pp. 256–269; Unit 5, Lesson 2, pp. 272–285; Unit 5, Lesson 3, pp. 288–301</p> <p>TE: Unit 5, Lesson 1, pp. 342–357; Unit 5, Lesson 2, pp. 360–375; Unit 5, Lesson 3, pp. 378–393</p> <p>Student Interactive Digital Curriculum: Unit 5, Lesson 1, Images from Space; Unit 5, Lesson 2, Technology for Space Exploration; Unit 5, Lesson 3, Space Exploration and Florida</p> <p>Teacher Digital Management Center: Unit 5, Lesson 1, Images from Space; Unit 5, Lesson 2, Technology for Space Exploration; Unit 5, Lesson 3, Space Exploration and Florida</p> <p>Lab: Unit 5, Lesson 3 Quick Lab: Florida Economics Without NASA</p>
LAFS.6.SL.1.1	<p>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others’ ideas and expressing their own clearly.</p> <p>a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</p> <p>b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.</p> <p>c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.</p> <p>d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.</p>	<p>This standard is covered throughout the program. The following are some of the many examples:</p> <p>SE: 745</p> <p>TE: 604, 905, 969, 970</p>

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LAFS.6.SL.1.2	Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.	This standard is covered throughout the program. The following are some of the many examples: SE: 642–643 TE: 838
LAFS.6.SL.1.3	Delineate a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.	This standard is covered throughout the program. The following are some of the many examples: SE: 829, 974
LAFS.6.SL.2.4	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.	This standard is covered throughout the program. The following are some of the many examples: SE: 646–647, 704 TE: 893, 920
LAFS.6.SL.2.5	Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.	This standard is covered throughout the program. The following are some of the many examples: SE: 657 TE: 854
LAFS.68.RST.1.1	Cite specific textual evidence to support analysis of science and technical texts.	This standard is covered throughout the program, especially with <i>Claims, Evidence, and Reasoning</i> questions. The following are some of the many examples: SE: 7, 93, 123, 394–395, 580–581, 647 TE: 23, 129, 177, 522, 611, 756
LAFS.68.RST.1.2	Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.	This standard is covered throughout the program. The following are some of the many examples: TE: 69, 93, 197, 351, 389, 522

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LAFS.68.RST.1.3	Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.	This standard is covered throughout the program. The following are some of the many examples: SE: 64–67, 244–247, 386–389 TE: 88–91, 324–327, 508–511, 577, 777
LAFS.68.RST.2.4	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.	This standard is covered throughout the program. The following are some of the many examples: SE: 121, 176, 413, 697 TE: 551, 881, 916
LAFS.68.RST.2.5	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic.	This standard is covered throughout the program. The following are some of the many examples: SE: 209, 316–317, 352–353 TE: 358–359, 425, 471, 955, 969, 971
LAFS.68.RST.2.6	Analyze the author’s purpose in providing an explanation, describing a procedure, or discussing an experiment in a text.	Within the Lab Manual are Quick Labs, S.T.E.M. Labs, and Exploration Labs students can use to analyze the author’s purpose.
LAFS.68.RST.3.7	Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).	This standard is covered throughout the program. The following are some of the many examples: SE: 32–41, 298–299, 338–341 TE: 46–53, 391, 446–449
LAFS.68.RST.3.8	Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.	TE: 22–27
LAFS.68.RST.3.9	Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.	This standard is covered throughout the program. The following are some of the many examples: SE: 39, 416–417, 531 TE: 57, 553, 702, 809

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LAFS.68.WHST.1.1	<p>Write arguments focused on <i>discipline-specific content</i>.</p> <p>a. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.</p> <p>b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.</p> <p>c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.</p> <p>d. Establish and maintain a formal style.</p> <p>e. Provide a concluding statement or section that follows from and supports the argument presented.</p>	<p>This standard is covered throughout the program. The following are some of the many examples:</p> <p>SE: 6, 119, 244–247, 531, 497, 699, 701</p> <p>TE: 23, 167, 324–327, 647, 702, 917, 937</p>
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LAFS.68.WHST.1.2	<p>Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <p>a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</p> <p>b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.</p> <p>c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</p> <p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>e. Establish and maintain a formal style and objective tone.</p> <p>f. Provide a concluding statement or section that follows from and supports the information or explanation presented.</p>	<p>This standard is covered throughout the program. The following are some of the many examples:</p> <p>SE: 122, 197, 314, 622, 655, 659, 663</p> <p>TE: 172–173, 260, 424, 817, 853, 855</p>
LAFS.68.WHST.2.4	<p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>	<p>This standard is covered throughout the program. The following are some of the many examples:</p> <p>SE: 66–67, 80–81, 430, 679, 719, 729</p> <p>TE: 888, 916, 937, 951</p>

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LAFS.68.WHST.2.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.	TE: 68
LAFS.68.WHST.2.6	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.	This standard is covered throughout the program. The following are some of the many examples: SE: 60 TE: 85, 246–247, 308–309, 358–359, 511
LAFS.68.WHST.3.7	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.	This standard is covered throughout the program. The following are some of the many examples: SE: 76, 181, 521, 687 TE: 104, 243, 689
LAFS.68.WHST.3.8	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.	This standard is covered throughout the program. The following are some of the many examples: SE: 28–29, 123 TE: 43, 177
LAFS.68.WHST.3.9	Draw evidence from informational texts to support analysis reflection, and research.	This standard is covered throughout the program. The following are some of the many examples: SE: 61, 225, 261, 323, 597 TE: 85, 247, 303, 352, 428, 785

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LAFS.68.WHST.4.10	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	This standard is covered throughout the program. The following are some of the many examples: SE: 26, 186–187, 393, 657, 696–695, 719, 937 TE: 42, 521, 662, 854
MAFS.6.EE.3.9	Use variables to represent two quantities in a real-world problem that change in relationship to one another; write an equation to express one quantity, thought of as the dependent variable, in terms of the other quantity, thought of as the independent variable. Analyze the relationship between the dependent and independent variables using graphs and tables, and relate these to the equation. For example, in a problem involving motion at constant speed, list and graph ordered pairs of distances and times, and write the equation $d = 65t$ to represent the relationship between distance and time.	SE: 18–31, 32–41, 130–131, 338–341, 692–695 TE: 30–44, 46–58, 182–183, 446–459, 904–907
MAFS.6.SP.2.4	Display numerical data in plots on a number line, including dot plots, histograms, and box plots.	SE: 132–145, 234–243 TE: 184–198, 310–322

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MAFS.6.SP.2.5	Summarize numerical data sets in relation to their context, such as by: a. Reporting the number of observations. b. Describing the nature of the attribute under investigation, including how it was measured and its units of measurement. c. Giving quantitative measures of center (median and/or mean) and variability (interquartile range and/or mean absolute deviation), as well as describing any overall pattern and any striking deviations from the overall pattern with reference to the context in which the data were gathered. d. Relating the choice of measures of center and variability to the shape of the data distribution and the context in which the data were gathered.	SE: 130–131 TE: 182–183
ELD.K12.ELL.SC.1	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Science.	This standard is covered throughout the program. The following are some of the many examples: TE: 121, 253, 511, 727, 822
ELD.K12.ELL.SI.1	English language learners communicate for social and instructional purposes within the school setting.	This standard is covered throughout the program. The following are some of the many examples: TE: 327, 547, 697, 779, 847
HE.6.C.1.3	Identify environmental factors that affect personal health.	SE: Unit 11, Lesson 4, pp. 712–725 TE: Unit 11, Lesson 4, pp. 926–940; Unit 11, Lesson 5, pp. 942–956 Student Interactive Digital Curriculum: Unit 11, Lesson 4, Severe Weather and Weather Safety Teacher Digital Management Center: Unit 11, Lesson 4, Severe Weather and Weather Safety; Unit 11, Lesson 5, Natural Disasters in Florida