

Correlation to the
Florida Course Description for
M/J Life Science
Course Code 2000010



HMH Florida Science: Life Science
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STANDARDS ALIGNMENT
COURSE STANDARDS/BENCHMARKS (Form IM7)

BID ID:	<u>3269</u>
SUBMISSION TITLE:	<u>HMH Florida Science: Life Science ©2019</u>
GRADE LEVEL:	<u>6–8</u>
COURSE TITLE:	<u>M/J Life Science</u>
COURSE CODE:	<u>2000010</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.L.14.1	Describe and identify patterns in the hierarchical organization of organisms from atoms to molecules and cells to tissues to organs to organ systems to organisms.	SE: Unit 2, Lesson 2, pp. 96–105; Unit 2, Lesson 4, pp. 118–129 TE: Unit 2, Lesson 2, pp. 136–149; Unit 2, Leson 4, pp. 164–177 Student Interactive Digital Curriculum: Unit 2, Lesson 2, Chemistry of Life; Unit 2, Lesson 4, Levels of Cellular Organization Teacher Digital Management Center: Unit 2, Lesson 2, Chemistry of Life; Unit 2, Lesson 4, Levels of Cellular Organization Labs: Unit 2, Lesson 1 Quick Lab: How Do Tools That Magnify Help Us Study Cells?; Unit 2, Lesson 2 Quick Lab: Building a DNA Sequence; Unit 2 Exploration Lab: Organization of Organisms
SC.6.L.14.2	Investigate and explain the components of the scientific theory of cells (cell theory): all organisms are composed of cells (single-celled or multi-cellular), all cells come from pre-existing cells, and cells are the basic unit of life.	SE: Unit 2, Lesson 1, pp. 86–95 TE: Unit 2, Lesson 1, pp. 122–135 Student Interactive Digital Curriculum: Unit 2, Lesson 1, The Characteristics of Cells Teacher Digital Management Center: Unit 2, Lesson 1, The Characteristics of Cells Lab: Unit 2, Lesson 3 Quick Lab: Comparing Cells

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SC.6.L.14.3	Recognize and explore how cells of all organisms undergo similar processes to maintain homeostasis, including extracting energy from food, getting rid of waste, and reproducing.	<p>SE: Unit 2, Lesson 5, pp. 132–143 TE: Unit 2, Lesson 5, pp. 180–193</p> <p>Student Interactive Digital Curriculum: Unit 2, Lesson 5, Homeostatis and Cell Processes Teacher Digital Management Center: Unit 2, Lesson 5, Homeostatis and Cell Processes</p> <p>Labs: Unit 2, Lesson 5 Quick Lab: Processes in Living Things; Unit 2, Lesson 5 Quick Lab: Modeling Diffusion; Unit 2, Lesson 5 Quick Lab: The Funtion of Cell Walls</p> <p>Virtual Lab: Unit 2, Lesson 5, Observing Osmosis</p>
SC.6.L.14.4	Compare and contrast the structure and function of major organelles of plant and animal cells, including cell wall, cell membrane, nucleus, cytoplasm, chloroplasts, mitochondria, and vacuoles.	<p>SE: Unit 2, Lesson 3, pp. 106–117 TE: Unit 2, Lesson 3, pp. 150–163</p> <p>Student Interactive Digital Curriculum: Unit 2, Lesson 3, Cell Structure and Function Teacher Digital Management Center: Unit 2, Lesson 3, Cell Structure and Function</p> <p>Labs: Unit 2, Lesson 3 Quick Lab: Comparing Cells; Unit 2, Lesson 3 Quick Lab: Making a 3-D Cell Model; Unit 2, Lesson 3 Quick Lab: Observing Plant Cells; Unit 2, Lesson 5 Quick Lab: The Funtion of Cell Walls</p> <p>Virtual Lab: Unit 2, Lesson 3, Analyzing Cells</p>

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SC.6.L.14.5	Identify and investigate the general functions of the major systems of the human body (digestive, respiratory, circulatory, reproductive, excretory, immune, nervous, and musculoskeletal) and describe ways these systems interact with each other to maintain homeostasis.	<p>SE: Unit 3, Lesson 1, pp. 174–183; Unit 3, Lesson 2, pp. 184–197; Unit 3, Lesson 3, pp. 198–213; Unit 3, Lesson 4, pp. 216–227; Unit 3, Lesson 5, pp. 228–241; Unit 3, Lesson 6, pp. 246–257; Unit 4, Lesson 1, pp. 268–277</p> <p>TE: Unit 3, Lesson 1, pp. 234–247; Unit 3, Lesson 2, pp. 248–263; Unit 3, Lesson 3, pp. 264–279; Unit 3, Lesson 4, pp. 282–295; Unit 3, Lesson 5, pp. 296–311; Unit 3, Lesson 6, pp. 316–329; Unit 4, Lesson 1, pp. 344–357</p> <p>Student Interactive Digital Curriculum: Unit 3, Lesson 1, Introduction to Body Systems; Unit 3, Lesson 2, The Skeletal and Muscular Systems; Unit 3, Lesson 3, The Circulatory and Respiratory Systems; Unit 3, Lesson 4, The Digestive and Excretory Systems; Unit 3, Lesson 5, The Nervous and Endocrine Systems; Unit 3, Lesson 6, The Reproductive System; Unit 4, Lesson 1, The Immune System</p> <p>Teacher Digital Management Center: Unit 3, Lesson 1, Introduction to Body Systems; Unit 3, Lesson 2, The Skeletal and Muscular Systems; Unit 3, Lesson 3, The Circulatory and Respiratory Systems; Unit 3, Lesson 4, The Digestive and Excretory Systems; Unit 3, Lesson 5, The Nervous and Endocrine Systems; Unit 3, Lesson 6, The Reproductive System; Unit 4, Lesson 1, The Immune System</p> <p>Many labs address this benchmark, including the following:</p> <p>Labs: Unit 3, Lesson 1 Quick Lab: Balancing Act; Unit 3, Lesson 1 Quick Lab: How Does Skin Provide Protection?; Unit 3, Lesson 1 Quick Lab: Skin Deep; Unit 3, Lesson 2 Quick Lab: Connective Tissues; Unit 3, Lesson 4 Quick Lab: Mechanical Design; Unit 3, Lesson 5 Quick Lab: Negative Feedback; Unit 3, Lesson 5 Quick Lab: Speed of a Reflex; Unit 3, Lesson 6 Quick Lab: Life Grows On; Unit 3, Lesson 6 Quick Lab: Egg-Protection Engineering; Unit 3, Lesson 6 Quick Lab: Egg versus Sperm; Unit 3 Exploration Lab: Structure and Function of Bone; Unit 3 Exploration Lab: Mapping Sensory Receptors; Unit 4, Lesson 1 Quick Lab: Memory Cells; Unit 4, Lesson 1 Quick Lab: Mucus Lining</p> <p>Virtual Labs: Unit 4, Lesson 1, Disease Intervention; Unit 2, Lesson 5, Observing Osmosis; Unit 3, Lesson 3, What Makes a Healthy Heart?</p>
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SC.6.L.14.6	Compare and contrast types of infectious agents that may infect the human body, including viruses, bacteria, fungi, and parasites	SE: Unit 4, Lesson 2, pp. 280–291 TE: Unit 4, Lesson 2, pp. 360–373 Student Interactive Digital Curriculum: Unit 4, Lesson 2, Infectious Disease Teacher Digital Management Center: Unit 4, Lesson 2, Infectious Disease Labs: Unit 4, Lesson 2 Quick Lab: Passing the Cold; Unit 4 Exploration Lab: Killing Bacteria Virtual Lab: Unit 4, Lesson 2, Preventing Infections
SC.6.L.15.1	Analyze and describe how and why organisms are classified according to shared characteristics with emphasis on the Linnaean system combined with the concept of Domains.	SE: Unit 2, Lesson 6, pp. 148–163 TE: Unit 2, Lesson 6, pp. 198–213 Student Interactive Digital Curriculum: Unit 2, Lesson 6, Classification of Living Things Teacher Digital Management Center: Unit 2, Lesson 6, Classification of Living Things Labs: Unit 2, Lesson 6 Quick Lab: Using a Dichotomous Key; Unit 8 Exploration Lab: Modeling Natural Selection
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.	SE: Unit 2, Lesson 2, pp. 96–105; Unit 2, Lesson 4, p 129; Unit 2 Think Science, p. 130; Unit 3, Lesson 2, pp. 184–197; Unit 4, Lesson 1, pp. 268–277 TE: Unit 2, Lesson 2, pp. 136–149; Unit 2, Lesson 4, p 178 Unit 2 Think Science, p. 179; Unit 3, Lesson 2, pp. 248–263; Unit 4, Lesson 1, pp. 344–357 Student Interactive Digital Curriculum: Unit 2, Lesson 2, The Chemistry of Life; Unit 2 Think Science: Making Predictions; Unit 3, Lesson 2, The Skeletal and Muscular Systems; Unit 4, Lesson 1, The Immune System Teacher Digital Management Center: Unit 2, Lesson 2, The Chemistry of Life; Unit 2 Think Science: Making Predictions; Unit 3, Lesson 2, The Skeletal and Muscular Systems; Unit 4, Lesson 1, The Immune System Labs: Unit 2, Lesson 1 Quick Lab: Observing Bacteria; Unit 3, Lesson 2 Quick Lab: Power in Pairs; Unit 3 Exploration Lab: Mapping Sensory Receptors; Unit 4, Lesson 2 Quick Lab: Passing the Cold; Unit 4 Exploration Lab: Our Constant Companions

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SC.6.N.1.2	Explain why scientific investigations should be replicable.	SE: Unit 1, Lesson 3, pp. 26–37 TE: Unit 1, Lesson 3, pp. 42–55 Student Interactive Digital Curriculum: Unit 1, Lesson 3, Scientific Investigations Teacher Digital Management Center: Unit 1, Lesson 3, Scientific Investigations Lab: Unit 1, Lesson 3 Quick Lab: Revising Your Hypothesis
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.	SE: Unit 5 Think Science, pp. 312–313 TE: Unit 5 Think Science, pp. 400–401 Student Interactive Digital Curriculum: Unit 5 Think Science: Scientific Debate Teacher Digital Management Center: Unit 5 Think Science: Scientific Debate
SC.6.N.1.4	Discuss, compare, and negotiate methods used, results obtained, and explanations among groups of students conducting the same investigation.	SE: Unit 1 Think Science, pp. 38–39 TE: Unit 1 Think Science, pp. 56–57 Student Interactive Digital Curriculum: Unit 1 Think Science: Supporting Hypotheses Teacher Digital Management Center: Unit 1 Think Science: Supporting Hypotheses
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 1, pp. 4–15 TE: Unit 1, Lesson 1, pp. 14–27 Student Interactive Digital Curriculum: Unit 1, Lesson 1, What is Science? Teacher Digital Management Center: Unit 1, Lesson 1, What is Science? Lab: Unit 1 STEM Lab: Design a Water Treatment
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, What is Science? Teacher Digital Management Center: Unit 1, Lesson 1, What is Science?

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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 2, pp. 16–25 TE: Unit 1, Lesson 2, pp. 28–41 Student Interactive Digital Curriculum: Unit 1, Lesson 2, Scientific Knowledge Teacher Digital Management Center: Unit 1, Lesson 2, Scientific Knowledge Lab: Unit 1, Lesson 2 Quick Lab: Does the Evidence Support the Explanation?
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 3 People in Science, pp. 214–215; Unit 8 People in Science, pp. 438–439 TE: Unit 3 People in Science, pp. 280–281; Unit 8 People in Science, pp. 574–575 Student Interactive Digital Curriculum: Unit 3 People in Science: Olufunmilayo Falusi Olopade; Unit 8 People in Science: Kenneth Krysko Teacher Digital Management Center: Unit 3 People in Science: Olufunmilayo Falusi Olopade; Unit 8 People in Science: Kenneth Krysko Lab: Unit 1 Exploration Lab: Science-Based Commercials
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 2, pp. 16–25 TE: Unit 1, Lesson 2, pp. 28–41 Student Interactive Digital Curriculum: Unit 1, Lesson 2, Scientific Knowledge Teacher Digital Management Center: Unit 1, Lesson 2, Scientific Knowledge
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 9, Lesson 2, pp. 498–509 TE: Unit 9, Lesson 2, 648–661 Student Interactive Digital Curriculum: Unit 9, Lesson 2, Energy and Matter in Ecosystems Teacher Digital Management Center: Unit 9, Lesson 2, Energy and Matter in Ecosystems

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SC.6.N.3.3	Give several examples of scientific laws.	SE: Unit 9, Lesson 2, pp. 498–509 TE: Unit 9, Lesson 2, 648–661 Student Interactive Digital Curriculum: Unit 9, Lesson 2, Energy and Matter in Ecosystems Teacher Digital Management Center: Unit 9, Lesson 2, Energy and Matter in Ecosystems
SC.6.N.3.4	Identify the role of models in the context of the sixth grade science benchmarks.	SE: Unit 1, Lesson 4, pp. 40–51; Unit 3, Lesson 6, pp. 246–257 TE: Unit 1, Lesson 4, pp. 58–71; Unit 3, Lesson 6, pp. 316–329 Student Interactive Digital Curriculum: Unit 1, Lesson 4, Representing Data; Unit 3, Lesson 6, The Reproductive System Teacher Digital Management Center: Unit 1, Lesson 4, Representing Data; Unit 3, Lesson 6, The Reproductive System Labs: Unit 2, Lesson 2 Quick Lab: Building a DNA Sequence; Unit 2, Lesson 3 Quick Lab: Making a 3-D Cell Model; Unit 4 Exploration Lab: Killing Bacteria
SC.7.L.15.1	Recognize that fossil evidence is consistent with the scientific theory of evolution that living things evolved from earlier species.	SE: Unit 5, Lesson 1, pp. 300–311; Unit 5, Lesson 2, pp. 314–323 TE: Unit 5, Lesson 1, pp. 386–399; Unit 5, Lesson 2, pp. 402–414 Student Interactive Digital Curriculum: Unit 5, Lesson 1, Theory of Evolution by Natural Selection; Unit 5, Lesson 2, Evidence of Evolution Teacher Digital Management Center: Unit 5, Lesson 1, Theory of Evolution by Natural Selection; Unit 5, Lesson 2, Evidence of Evolution Labs: Unit 5, Lesson 2 Quick Lab: How Do We Know What Happened When?; Unit 5 Exploration Lab: Mystery Footprints Virtual Lab: Unit 5, Lesson 1, Natural Selection

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SC.7.L.15.2	Explore the scientific theory of evolution by recognizing and explaining ways in which genetic variation and environmental factors contribute to evolution by natural selection and diversity of organisms.	SE: Unit 5, Lesson 1, pp. 300–311 TE: Unit 5, Lesson 1, pp. 386–399 Student Interactive Digital Curriculum: Unit 5, Lesson 1, Theory of Evolution by Natural Selection Teacher Digital Management Center: Unit 5, Lesson 1, Theory of Evolution by Natural Selection Labs: Unit 5, Lesson 1 Quick Lab: Analyzing Survival Adaptations; Unit 5 Exploration Lab: Environmental Change and Evolution; Unit 8 Exploration Lab: Food Webs Virtual Lab: Unit 5, Lesson 1, Natural Selection
SC.7.L.15.3	Explore the scientific theory of evolution by relating how the inability of a species to adapt within a changing environment may contribute to the extinction of that species.	SE: Unit 5, Lesson 1, pp. 300–311 TE: Unit 5, Lesson 1, pp. 386–399 Student Interactive Digital Curriculum: Unit 5, Lesson 1, Theory of Evolution by Natural Selection Teacher Digital Management Center: Unit 5, Lesson 1, Theory of Evolution by Natural Selection Lab(s): Unit 5, Lesson 1 Quick Lab: Survive or Go Extinct; Unit 5 Exploration Lab: Environmental Change and Evolution Virtual Labs: Unit 5, Lesson 1, Natural Selection
SC.7.L.16.1	Understand and explain that every organism requires a set of instructions that specifies its traits, that this hereditary information (DNA) contains genes located in the chromosomes of each cell, and that heredity is the passage of these instructions from one generation to another.	SE: Unit 6, Lesson 4, pp. 362–373; Unit 7, Lesson 1, pp. 394–405 TE: Unit 6, Lesson 4, pp. 474–487; Unit 7, Lesson 1, pp. 516–529 Student Interactive Digital Curriculum: Unit 6, Lesson 4, Heredity; Unit 7 Lesson 1, DNA Structure and Function Teacher Digital Management Center: Unit 6, Lesson 4, Heredity; Unit 7 Lesson 1, DNA Structure and Function Labs: Unit 6, Lesson 4 Quick Lab: Gender Determination; Unit 6 Exploration Lab: Offspring Models; Unit 7, Lesson 1 Quick Lab: Modeling DNA; Unit 7 Exploration Lab: Extracting DNA Virtual Lab: Unit 7, Lesson 1, Extracting DNA

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SC.7.L.16.2	Determine the probabilities for genotype and phenotype combinations using Punnett Squares and pedigrees	<p>SE: Unit 6, Lesson 5, pp. 376–385 TE: Unit 6, Lesson 5, pp. 490–503</p> <p>Student Interactive Digital Curriculum: Unit 6, Lesson 5, Punnett Squares Pedigrees Teacher Digital Management Center: Unit 6, Lesson 5, Punnett Squares Pedigrees</p> <p>Labs: Unit 6, Lesson 5 Quick Lab: Interpreting Pedigree Charts; Unit 6, Lesson 5 Quick Lab: Completing a Punnett Square; Unit 6 STEM Lab: Accuracy of a Punnett Square</p>
SC.7.L.16.3	Compare and contrast the general processes of sexual reproduction requiring meiosis and asexual reproduction requiring mitosis.	<p>SE: Unit 6, Lesson 1, pp. 332–341; Unit 6, Lesson 2, pp. 342–351; Unit 6, Lesson 3, pp. 352–361; Unit 6, Lesson 4, pp. 362–373 TE: Unit 6, Lesson 1, pp. 432–445; Unit 6, Lesson 2, pp. 446–458; Unit 6, Lesson 3, pp. 460–473; Unit 6, Lesson 4, pp. 474–487</p> <p>Student Interactive Digital Curriculum: Unit 6, Lesson 1, Mitosis; Unit 6, Lesson 2, Meiosis; Unit 6, Lesson 3, Sexual and Asexual Reproduction; Unit 6, Lesson 4, Heredity Teacher Digital Management Center: Unit 6, Lesson 1, Mitosis; Unit 6, Lesson 2, Meiosis; Unit 6, Lesson 3, Sexual and Asexual Reproduction; Unit 6, Lesson 4, Heredity</p> <p>Labs: Unit 6, Lesson 1 Quick Lab: Modeling Mitosis; Unit 6, Lesson 1 Quick Lab: Mitosis Flipbook; Unit 6, Lesson 2 Quick Lab: Meiosis Flipbook; Unit 6, Lesson 2 Quick Lab: Crossover and Meiosis; Unit 6, Lesson 3 Quick Lab: Reproduction and Diversity; Unit 6, Lesson 3 Quick Lab: Create a Classification System</p> <p>Virtual Lab: Unit 6, Lesson 2, Comparing Cell Divisions</p>
SC.7.L.16.4	Recognize and explore the impact of biotechnology (cloning, genetic engineering, artificial selection) on the individual, society and the environment.	<p>SE: Unit 7, Lesson 2, pp. 408–417 TE: Unit 7, Lesson 2, pp. 532–545</p> <p>Student Interactive Digital Curriculum: Unit 7, Lesson 2, Biotechnology Teacher Digital Management Center: Unit 7, Lesson 2, Biotechnology</p> <p>Labs: Unit 7, Lesson 2 Quick Lab: Matching Codes; Unit 7, Lesson 2 Quick Lab: How Can a Simple Code Be Used to Make a Product?</p> <p>Virtual Lab: Unit 7, Lesson 2, Genetic Engineering</p>

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SC.7.L.17.1	Explain and illustrate the roles of and relationships among producers, consumers, and decomposers in the process of energy transfer in a food web	SE: Unit 8, Lesson 2, pp. 440–451 TE: Unit 8, Lesson 2, pp. 576–589 Student Interactive Digital Curriculum: Unit 8, Lesson 2, Roles in Energy Transfer Teacher Digital Management Center: Unit 8, Lesson 2, Roles in Energy Transfer Labs: Unit 8, Lesson 2 Quick Lab: Pyramid of Energy; Unit 8, Lesson 2 Quick Lab: Yeast Action; Unit 8 Exploration Lab: Food Webs Virtual Lab: Unit 8, Lesson 2, Changes in Ecosystems
SC.7.L.17.2	Compare and contrast the relationships among organisms such as mutualism, predation, parasitism, competition, and commensalism	SE: Unit 8, Lesson 3, pp. 452–461 TE: Unit 8, Lesson 3, pp. 590–603 Student Interactive Digital Curriculum: Unit 8, Lesson 3, Interactions in Communities Teacher Digital Management Center: Unit 8, Lesson 3, Interactions in Communities Labs: Unit 8 Exploration Lab: How Do Populations Interact?; Unit 8, Lesson 3 Quick Lab: Measuring Species Diversity; Unit 8, Lesson 3 Quick Lab: Biodiversity All Around Us; Unit 8, Lesson 3 Quick Lab: What Organisms Does an Environment Support? Virtual Lab: Unit 8, Lesson 3, Competing for Resources
SC.7.L.17.3	Describe and investigate various limiting factors in the local ecosystem and their impact on native populations, including food, shelter, water, space, disease, parasitism, predation, and nesting sites.	SE: Unit 8 Focus on Florida, pp. 462–463; Unit 8, Lesson 4, pp. 464–475 TE: Unit 8 Focus on Florida, pp. 604–605; Unit 8, Lesson 4, pp. 606–619 Student Interactive Digital Curriculum: Unit 8 Focus on Florida: Florida Populations; Unit 8, Lesson 4, Florida's Ecosystems Teacher Digital Management Center: Unit 8 Focus on Florida: Florida Populations; Unit 8, Lesson 4, Florida's Ecosystems Labs: Unit 8, Lesson 4 Quick Lab: How Do Disturbances Affect an Ecosystem?; Unit 8, Lesson 4 Quick Lab: Changes in the Intertidal Zone; Unit 8 Exploration Lab: How Do Populations Interact?; Unit 8 Exploration Lab: Change in Populations; Unit 8, Lesson 1 Quick Lab: Condensation and Evaporation

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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 7, Lesson 1, pp. 394–405; Unit 7 Think Science, pp. 406–407; Unit 8, Lesson 3, pp. 452–461; Unit 8, Lesson 4, pp. 464–475 TE: Unit 7, Lesson 1, pp. 516–529; Unit 7 Think Science, pp. 530–531; Unit 8, Lesson 3, pp. 590–603; Unit 8, Lesson 4, pp. 606–619</p> <p>Student Interactive Digital Curriculum: Unit 7, Lesson 1, DNA Structure Function; Unit 7 Think Science: Identifying Variables; Unit 8, Lesson 3, Interactions in Communities; Unit 8, Lesson 4, Florida's Ecosystems Teacher Digital Management Center: Unit 7, Lesson 1, DNA Structure Function; Unit 7 Think Science: Identifying Variables; Unit 8, Lesson 3, Interactions in Communities; Unit 8, Lesson 4, Florida's Ecosystems</p> <p>Many labs address this benchmark, including the following: Labs: Unit 5 Exploration Lab: Mystery Footprints; Unit 6, Lesson 1 Quick Lab: Modeling DNA; Unit 7 Lesson 1 Quick Lab: Climate Determines Plant Life; Unit 8, Lesson 2 Quick Lab: Pyramid of Energy; Unit 8, Lesson 4 Quick Lab: Changes in the Intertidal Zone; Unit 8 Exploration Lab: Modeling Natural Classification</p>
SC.7.N.1.2	Differentiate replication (by others) from repetition (multiple trials).	<p>SE: Unit 1, Lesson 3, pp. 26–37 TE: Unit 1, Lesson 3, pp. 42–55</p> <p>Student Interactive Digital Curriculum: Unit 1, Lesson 3, Scientific Investigations Teacher Digital Management Center: Unit 1, Lesson 3, Scientific Investigations</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 5, Think Science, pp. 312–313 TE: Unit 5, Think Science, pp. 400–401</p> <p>Student Interactive Digital Curriculum: Unit 5 Think Science: Scientific Debate Teacher Digital Management Center: Unit 5 Think Science: Scientific Debate</p> <p>Labs: Unit 5 Exploration Lab: Offspring Models; Unit 8, Lesson 3 Quick Lab: What Organisms Does an Environment Support?; Unit 8 Exploration Lab: Food Webs</p>

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SC.7.N.1.4	Identify test variables (independent variables) and outcome variables (dependent variables) in an experiment.	SE: Unit 7 Think Science, pp. 406–407 TE: Unit 7 Think Science, pp. 530–531 Student Interactive Digital Curriculum: Unit 7 Think Science: Identifying Variables Teacher Digital Management Center: Unit 7 Think Science: Identifying Variables
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.	SE: Unit 5, Lesson 2, pp. 314–323; Unit 7, Lesson 1, pp. 394–405 TE: Unit 5, Lesson 2, pp. 402–415; Unit 7, Lesson 1, pp. 516–529 Student Interactive Digital Curriculum: Unit 5, Lesson 2, Evidence of Evolution; Unit 7, Lesson 1, DNA Structure and Function Teacher Digital Management Center: Unit 5, Lesson 2, Evidence of Evolution; Unit 7, Lesson 1, DNA Structure and Function Labs: Unit 5, Lesson 2 Quick Lab: How Do We Know What Happened When?; Unit 6, Lesson 4 Quick Lab: Gender Determination; Unit 6 Exploration Lab: Accuracy of Punnett Square Predictions
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.	SE: Unit 1, Lesson 1, pp. 4–15 TE: Unit 1, Lesson 1, pp. 14–27 Student Interactive Digital Curriculum: Unit 1, Lesson 1, What Is Science? Teacher Digital Management Center: Unit 1, Lesson 1, What Is Science? Lab: Unit 1, Lesson 1 Quick Lab: Evaluate Scientific Investigations
SC.7.N.1.7	Explain that scientific knowledge is the result of a great deal of debate and confirmation within the science community.	SE: Unit 1, Lesson 2, pp. 16–25 TE: Unit 1, Lesson 2, pp. 28–41 Student Interactive Digital Curriculum: Unit 1, Lesson 2, Scientific Knowledge Teacher Digital Management Center: Unit 1, Lesson 2, Scientific Knowledge Lab: Unit 1, Lesson 2 Quick Lab: Does the Evidence Support the Explanation?

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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.	SE: Unit 1, Lesson 2, pp. 16–25 TE: Unit 1, Lesson 2, pp. 28–41 Student Interactive Digital Curriculum: Unit 1, Lesson 2, Scientific Knowledge Teacher Digital Management Center: Unit 1, Lesson 2, Scientific Knowledge
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	SE: Unit 1, Lesson 2, pp. 16–25; Unit 9, Lesson 2, pp. 498–509 TE: Unit 1, Lesson 2, pp. 28–41; Unit 9, Lesson 2, pp. 648–661 Student Interactive Digital Curriculum: Unit 1, Lesson 2, Scientific Knowledge; Unit 9, Lesson 2, Energy and Matter in Ecosystems Teacher Digital Management Center: Unit 1, Lesson 2, Scientific Knowledge; Unit 9, Lesson 2, Energy and Matter in Ecosystems Lab: Unit 9, Lesson 2 Quick Lab: Body Size and Temperature
SC.7.N.3.2	Identify the benefits and limitations of the use of scientific models.	SE: Unit 1, Lesson 4, pp. 40–51 TE: Unit 1, Lesson 4, pp. 58–71 Student Interactive Digital Curriculum: Unit 1, Lesson 4, Representing Data Teacher Digital Management Center: Unit 1, Lesson 4, Representing Data
SC.8.L.18.1	Describe and investigate the process of photosynthesis, such as the roles of light, carbon dioxide, water and chlorophyll; production of food; release of oxygen.	SE: Unit 9, Lesson 1, pp. 484–495 TE: Unit 9, Lesson 1, pp. 632–645 Student Interactive Digital Curriculum: Unit 9, Lesson 1, Photosynthesis and Cellular Respiration Teacher Digital Management Center: Unit 9, Lesson 1, Photosynthesis and Cellular Respiration Lab: Unit 9, Lesson 1 Quick Lab: Reversing Equations Virtual Lab: Unit 9, Lesson 1, Observing Photosynthesis

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SC.8.L.18.2	Describe and investigate how cellular respiration breaks down food to provide energy and releases carbon dioxide.	SE: Unit 9, Lesson 1, pp. 484–495 TE: Unit 9, Lesson 1, pp. 632–645 Student Interactive Digital Curriculum: Unit 9, Lesson 1, Photosynthesis and Cellular Respiration Teacher Digital Management Center: Unit 9, Lesson 1, Photosynthesis and Cellular Respiration Lab: Unit 9, Lesson 1 Quick Lab: Making Compost Virtual Lab: Unit 9, Lesson 1, Observing Photosynthesis
SC.8.L.18.3	Construct a scientific model of the carbon cycle to show how matter and energy are continuously transferred within and between organisms and their physical environment.	SE: Unit 9, Lesson 2, pp. 498–509 TE: Unit 9, Lesson 2, pp. 648–661 Student Interactive Digital Curriculum: Unit 9, Lesson 2, Energy and Matter in Ecosystems Teacher Digital Management Center: Unit 9, Lesson 2, Energy and Matter in Ecosystems Labs: Unit 9, Lesson 2 Quick Lab: Model the Carbon Cycle; Unit 9, Lesson 2 Quick Lab: Body Size and Temperature
SC.8.L.18.4	Cite evidence that living systems follow the Laws of Conservation of Mass and Energy.	SE: Unit 9, Lesson 2, pp. 498–509 TE: Unit 9, Lesson 2, pp. 648–661 Student Interactive Digital Curriculum: Unit 9, Lesson 2, Energy and Matter in Ecosystems Teacher Digital Management Center: Unit 9, Lesson 2, Energy and Matter in Ecosystems

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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.	<p>SE: Unit 1, Lesson Lesson 3, pp. 26–37; Unit 9, Lesson 1, pp. 484–495; Unit 9, Lesson 2, pp. 498–509 TE: Unit 1, Lesson Lesson 3, pp. 42–55; Unit 9, Lesson 1, pp. 632–645; Unit 9, Lesson 2, pp. 648–661</p> <p>Student Interactive Digital Curriculum: Unit 1, Lesson 3, Scientific Investigations; Unit 9 , Lesson 1, Photosynthesis and Cellular Respiration; Unit 9, Lesson 2, Energy and Matter in Ecosystems Teacher Digital Management Center: Unit 1, Lesson 3, Scientific Investigations; Unit 9 , Lesson 1, Photosynthesis and Cellular Respiration; Unit 9, Lesson 2, Energy and Matter in Ecosystems</p> <p>Many labs address this benchmark, including the following: Labs: Unit 1, Lesson 3 Quick Lab: Growing Microorganisms; Unit 1 Exploration Lab: Identifying Plant Needs; Unit 2 STEM Lab: Investigate Rate of Photosynthesis</p>
SC.8.N.1.2	Design and conduct a study using repeated trials and replication.	<p>SE: Unit 1, Lesson 3, pp. 26–37 TE: Unit 1, Lesson 3, pp. 42–55</p> <p>Student Interactive Digital Curriculum: Unit 1, Lesson 3, Scientific Investigations Teacher Digital Management Center: Unit 1, Lesson 3, Scientific Investigations</p> <p>Lab: Unit 1, Lesson 3 Quick Lab: Growing Microorganisms</p> <p>Virtual Lab: Unit 1, Lesson 5, Scientists at Work</p>
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 1, Lesson 2, pp. 16–25 TE: Unit 1, Lesson 2, pp. 28–41</p> <p>Student Interactive Digital Curriculum: Unit 1, Lesson 2, Scientific Knowledge Teacher Digital Management Center: Unit 1, Lesson 2, Scientific Knowledge</p> <p>Labs: Unit 1, Lesson 2 Quick Lab: Does the Evidence Support the Explanation?; Unit 1, Lesson 2 Quick Lab: Create a Timeline of a Theory</p>

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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 1, Lesson 3, pp. 26–37; Unit 1 Think Science, pp. 38–39 TE: Unit 1, Lesson 3, pp. 28–41; Unit 1 Think Science, pp. 56–57</p> <p>Student Interactive Digital Curriculum: Unit 1, Lesson 3, Scientific Investigations; Unit 1 Think Science: Supporting Hypotheses Teacher Digital Management Center: Unit 1, Lesson 3, Scientific Investigations; Unit 1 Think Science: Supporting Hypotheses</p> <p>Lab: Unit 1, Lesson 3 Quick Lab: Revising Your Hypothesis</p> <p>Virtual Lab: Unit 1, Lesson 5, Scientists at Work</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 1, Lesson 2, pp. 16–25; Unit 1, Lesson 3, pp. 26–37; Unit 1, Lesson 4, pp. 40–51 TE: Unit 1, Lesson 2, pp. 28–41; Unit 1, Lesson 3, pp. 42–55; Unit 1, Lesson 4, pp. 58–71</p> <p>Student Interactive Digital Curriculum: Unit 1, Lesson 2, Scientific Knowledge; Unit 1, Lesson 3, Scientific Investigations; Unit 1, Lesson 4, Representing Data Teacher Digital Management Center: Unit 1, Lesson 2, Scientific Knowledge; Unit 1, Lesson 3, Scientific Investigations; Unit 1, Lesson 4, Representing Data</p> <p>Many labs address this benchmark, including the following: Labs: Unit 1, Lesson 4 Quick Lab: Models of Types of Solids; Unit 9, Lesson 1 Quick Lab: Reversing Equations; Unit 9, Lesson 1 Quick Lab: Investigating Respiration with Chemical Indicators</p> <p>Virtual Lab: Unit 1, Lesson 5, Scientists at Work</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 1, Lesson 1, pp. 4–15; Unit 1, Lesson 3, pp. 26–37; Unit 1, Lesson 4, pp. 40–51 TE: Unit 1, Lesson 1, pp. 14–27; Unit 1, Lesson 3, pp. 42–55; Unit 1, Lesson 4, pp. 58–71</p> <p>Student Interactive Digital Curriculum: Unit 1, Lesson 1, What Is Science?; Unit 1, Lesson 3, Scientific Investigations; Unit 1, Lesson 4, Representing Data Teacher Digital Management Center: Unit 1, Lesson 1, What Is Science?; Unit 1, Lesson 3, Scientific Investigations; Unit 1, Lesson 4, Representing Data</p> <p>Labs: Unit 1, Lesson 1 Quick Lab: Evaluate Scientific Investigations; Unit 4, Lesson 1 Quick Lab: Mucus Lining; Unit; Unit 9, Lesson 2 Quick Lab: Body Size and Temperature</p> <p>Virtual Lab: Unit 1, Lesson 5, Scientists at Work</p>
SC.8.N.2.1	Distinguish between scientific and pseudoscientific ideas.	<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, What Is Science? Teacher Digital Management Center: Unit 1, Lesson 1, What Is Science?</p> <p>Labs: Unit 1, Lesson Quick Lab: Evaluate Scientific Investigations; Unit 1 Exploration Lab: Science-Based Commercials</p>
SC.8.N.2.2	Discuss what characterizes science and its methods.	<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, What Is Science? Teacher Digital Management Center: Unit 1, Lesson 1, What Is Science?</p> <p>Labs: Unit 1, Lesson 1 Quick Lab: Inventor Trading Cards; Unit 9, Lesson 1 Quick Lab: Making Compost</p>

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SC.8.N.3.1	Select models useful in relating the results of their own investigations.	SE: Unit 1, Lesson 4, pp. 40–51; Unit 9, Lesson 2, pp. 498–509 TE: Unit 1, Lesson 4, pp. 58–71; Unit 9, Lesson 2, pp. 648–661 Student Interactive Digital Curriculum: Unit 1, Lesson 4, Representative Data; Unit 9, Lesson 2, Energy and Matter in Ecosystems Teacher Digital Management Center: Unit 1, Lesson 4, Representative Data; Unit 9, Lesson 2, Energy and Matter in Ecosystems Lab: Unit 9, Lesson 2 Quick Lab: Model the Carbon Cycle
SC.8.N.3.2	Explain why theories may be modified but are rarely discarded	SE: Unit 1, Lesson 2, pp. 16–25 TE: Unit 1, Lesson 2, pp. 28–41 Student Interactive Digital Curriculum: Unit 1, Lesson 2, Scientific Knowledge Teacher Digital Management Center: Unit 1, Lesson 2, Scientific Knowledge Labs: Unit 1, Lesson 2 Quick Lab: Does the Evidence Support the Explanation; Unit 1, Lesson 2 Quick Lab: Creating a Timeline of a Theory
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.	SE: Unit 1, Lesson 5, pp. 52–61 TE: Unit 1, Lesson 5, pp. 72–85 Student Interactive Digital Curriculum: Unit 1, Lesson 5, Science and Society Teacher Digital Management Center: Unit 1, Lesson 5, Science and Society Lab: Unit 1, Lesson 5 Quick Lab: Science in the News
SC.8.N.4.2	Explain how political, social, and economic concerns can affect science, and vice versa.	SE: Unit 1, Lesson 5, pp. 52–61 TE: Unit 1, Lesson 5, pp. 72–85 Student Interactive Digital Curriculum: Unit 1, Lesson 5, Science and Society Teacher Digital Management Center: Unit 1, Lesson 5, Science and Society Labs: Unit 1, Lesson 5 Quick Lab: The Science of Product Design; Unit 1, Lesson 6 Quick Lab: Designing a Consumer Product

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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.	SE: 137 TE: 190
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.	SE: Unit 5 Think Science, pp. 312–313; Unit 2 Why It Matters, p. 159 (Extend, activity #21: <i>Debate</i>); Unit 7, Lesson 2, p. 414 (Think Outside the Box activity) TE: Unit 5 Think Science, p. 401;Unit 2 Why It Matters, p. 211; Unit 7, Lesson 2, p. 543 (Think Outside the Box activity)
LAFS.6.SL.1.1	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. 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. b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.	SE: Unit 5 Think Science, pp. 312–313; Unit 2 Why It Matters, p. 159 (Extend, activity #21: <i>Debate</i>); Unit 7, Lesson 2, p. 414 (Think Outside the Box activity) TE: Unit 5 Think Science, p. 401;Unit 2 Why It Matters, p. 211; Unit 7, Lesson 2, p. 543 (Think Outside the Box activity)

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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.	SE: Unit 5 Think Science, pp. 312–313; Unit 2 Why It Matters, p. 159 (Extend, activity #21: <i>Debate</i>); Unit 7, Lesson 2, p. 414 (Think Outside the Box activity); Unit 6, Lesson 2, p. 349 (Extend activity #15) TE: Unit 5 Think Science, p. 401; Unit 2 Why It Matters, p. 211; Unit 7, Lesson 2, p. 543 (Think Outside the Box activity); Unit 6, Lesson 2, p. 457 (Extend activity #15),
LAFS.6.SL.2.5	Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.	SE: Unit 7, Lesson 2, p. 410 (Think Outside the Box activity) TE: Unit 7, Lesson 2, p. 541 (Think Outside the Box activity)
LAFS.68.RST.1.1	Cite specific textual evidence to support analysis of science and technical texts.	This standard is covered throughout the program. The following are some of the many examples: SE: 179, 322–323 TE: 211, 414
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: 23. 147, 307
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: 244–245 TE: 17, 314–315, 477
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: 5, 87, 343, 465, 499 TE: 130, 321, 454, 614, 656

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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: 396–397, 402– 403 TE: 525, 528, 641
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).	SE: 14, 40–51 TE: 27, 66–71
LAFS.68.RST.3.8	Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.	SE: 7, 8, 13, 50 TE: 23, 24, 26
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.	SE: 35 TE: 54

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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: 333, 510–513</p> <p>TE: 440, 662–665</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: 69, 339</p> <p>TE: 97, 443, 570</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 practice is covered throughout the program. The following are some of the many examples:</p> <p>SE: 149, 211, 298, 308</p> <p>TE: 206, 278, 377, 398</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.	This practice is covered throughout the program. The following are some of the many examples: SE: 149, 211, 298, 308 TE: 206, 278, 377, 398
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 practice is covered throughout the program. The following are some of the many examples: SE: 149, 211, 298, 308 TE: 206, 278, 377, 398
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 practice is covered throughout the program. The following are some of the many examples: SE: 22, 32, 362–363 TE: 39, 53, 365, 605
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 practice is covered throughout the program. The following are some of the many examples: SE: 35, 53 TE: 54, 80
LAFS.68.WHST.3.9	Draw evidence from informational texts to support analysis reflection, and research.	This practice is covered throughout the program. The following are some of the many examples: SE: 21, 94, 212, 270, 404, 493 TE: 38, 134, 279, 353, 529, 644

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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.	<p>This practice is covered throughout the program. The following are some of the many examples:</p> <p>SE: 149, 211, 298, 308</p> <p>TE: 206, 278, 377, 398</p>
HE.6.C.1.8	Examine the likelihood of injury or illness if engaging in unhealthy/risky behaviors.	<p>SE: Unit 2, STEM, pp. 144–147; Unit 3, Lesson 2, pp. 184–197; Unit 3, Lesson 3, pp. 198–213; Unit 3, Lesson 4, pp. 216–227; Unit 3, Lesson 5, pp. 228–241; Unit 3, Lesson 6, pp. 246–257; Unit 4, Lesson 1, pp. 268–277; Unit 4, Lesson 2, pp. 280–290</p> <p>TE: Unit 2, STEM, pp. 194–197; Unit 3, Lesson 2, pp. 248–262; Unit 3, Lesson 3, pp. 264–279; Unit 3, Lesson 4, pp. 282–295; Unit 3, Lesson 5, pp. 296–310; Unit 3, Lesson 6, pp. 316–329; Unit 4, Lesson 1, pp. 344–356; Unit 4, Lesson 2, pp. 360–373</p> <p>Student Interactive Digital Curriculum: Unit 2, STEM: Analyzing Nutrients; Unit 3, Lesson 2, The Skeletal and Muscular Systems; Unit 3, Lesson 3, The Circulatory and Respiratory Systems; Unit 3, Lesson 4, The Digestive and Excretory Systems; Unit 3, Lesson 5, The Nervous and Endocrine Systems; Unit 3, Lesson 6, The Reproductive System; Unit 4, Lesson 1, The Immune System; Unit 4, Lesson 2, Infectious Disease</p> <p>Teacher Digital Management Center: Unit 2, STEM: Analyzing Nutrients; Unit 3, Lesson 2, The Skeletal and Muscular Systems; Unit 3, Lesson 3, The Circulatory and Respiratory Systems; Unit 3, Lesson 4, The Digestive and Excretory Systems; Unit 3, Lesson 5, The Nervous and Endocrine Systems; Unit 3, Lesson 6, The Reproductive System; Unit 4, Lesson 1, The Immune System; Unit 4, Lesson 2, Infectious Disease</p>

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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. <i>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.</i>	SE: 16–25, 26–37, 40–51 TE: 8–9, 36–40, 42, 45, 47–49, 50–55, 58–65
MAFS.6.SP.2.4	Display numerical data in plots on a number line, including dot plots, histograms, and box plots.	SE: 40–51 TE: 58–71

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MAFS.6.SP.2.5	<p>Summarize numerical data sets in relation to their context, such as by:</p> <ul style="list-style-type: none"> 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. 	<p>SE: 278–279 TE: 358–359</p>
HE.7.C.1.3	<p>Analyze how environmental factors affect personal health</p>	<p>SE: Unit 1, Lesson 5, pp. 52–61; Unit 1 STEM, pp. 74–77; Unit 2 STEM, pp. 144–147; Unit 3, Lesson 3, pp. 198–213; Unit 3, Lesson 4, pp. 216–227; Unit 4, Lesson 2, pp. 280–291; Unit 6, Lesson 4, pp. 362–373; Unit 6, Lesson 5, pp. 376–385; Unit 7, Lesson 1, pp. 394–405 TE: Unit 1, Lesson 5, pp. 72–84; Unit 1 STEM, pp. 100–103; Unit 2 STEM, pp. 194–197; Unit 3, Lesson 3, pp. 264–279; Unit 3, Lesson 4, pp. 282–295; Unit 4, Lesson 2, pp. 360–373; Unit 6, Lesson 4, pp. 474–487; Unit 6, Lesson 5, pp. 490–502; Unit 7, Lesson 1, pp. 516–529</p> <p>Student Interactive Digital Curriculum: Unit 1, Lesson 5, Science and Society; Unit 1 STEM: Analyzing Water Power; Unit 2 STEM: Analyzing Nutrients; Unit 3, Lesson 3, The Circulatory and Respiratory Systems; Unit 3, Lesson 4, The Digestive and Excretory Systems; Unit 4, Lesson 2, Infectious Disease; Unit 6, Lesson 4, Heredity; Unit 6, Lesson 5, Punnett Squares and Pedigrees; Unit 7, Lesson 1, DNA Structure and Function Teacher Digital Management Center: Unit 1, Lesson 5, Science and Society; Unit 1 STEM: Analyzing Water Power; Unit 2 STEM: Analyzing Nutrients; Unit 3, Lesson 3, The Circulatory and Respiratory Systems; Unit 3, Lesson 4, The Digestive and Excretory Systems; Unit 4, Lesson 2, Infectious Disease; Unit 6, Lesson 4, Heredity; Unit 6, Lesson 5, Punnett Squares and Pedigrees; Unit 7, Lesson 1, DNA Structure and Function</p>

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HE.7.C.1.7	Describe how heredity can affect personal health.	SE: Unit 3 People in Science, pp. 214–215; Unit 6, Lesson 4, pp. 362–373; Unit 7, Lesson 1, pp. 394–405 TE: Unit 3 People in Science, pp. 280–281; Unit 6, Lesson 4, pp. 474–487; Unit 7, Lesson 1, pp. 516–529 Student Interactive Digital Curriculum: Unit 3 People in Science: Olufunmilayo Falusi Olopade; Unit 6, Lesson 4, Heredity; Unit 7, Lesson 1, DNA Structure and Function Teacher Digital Management Center: Unit 3 People in Science: Olufunmilayo Falusi Olopade; Unit 6, Lesson 4, Heredity; Unit 7, Lesson 1, DNA Structure and Function
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. See, for example: TE: 77, 197
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. See, for example: TE: 665