



Correlation to the
Florida Course Description for
M/J Comprehensive Science 1
Course Code 2002040

HMH Florida Science Grade 6
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2016-2017 STATE OF FLORIDA INSTRUCTIONAL MATERIALS ADOPTION
STANDARDS ALIGNMENT
COURSE STANDARDS/BENCHMARKS (Form IM7)

BID ID:

3266

SUBMISSION TITLE:

HMH Florida Science Grade 6 ©2019

GRADE LEVEL:

6–8

COURSE TITLE:

M/J Comprehensive Science 1

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2002040

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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.	<p>SE: Unit 2, Lesson 1, pp. 84–93; Unit 2, Lesson 2, pp. 94–107; Unit 2, Lesson 3, pp. 110–121</p> <p>TE: Unit 2, Lesson 1, pp. 120–132</p> <p>Student Interactive Digital Curriculum: Unit 2, Lesson 1, Weathering; Unit 2, Lesson 2, Erosion and Deposition by Water; Unit 2, Lesson 3, Erosion and Deposition by Wind, Ice, and Gravity</p> <p>Teacher Digital Management Center: Unit 2, Lesson 1, Weathering; Unit 2, Lesson 2, Erosion and Deposition by Water; Unit 2, Lesson 3, Erosion and Deposition by Wind, Ice, and Gravity</p> <p>Labs (Lab Manual): Unit 2, Lesson , Quick Lab: Mechanical Weathering; Unit 2, Lesson 2 Exploration Lab: Exploring Stream Erosion and Deposition; Unit 2, Lesson 2 Exploration Lab: Beach Erosion</p> <p>Virtual Lab(s): Unit 2, Lesson 2 Virtual Lab: Erosion and Deposition By Rivers; Unit 2, Lesson 3 Virtual Lab: Erosion and Deposition of Sand Dunes</p>

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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 2, Lesson 2, pp. 94–107; Unit 2, Lesson 3, pp. 110–121; Unit 2, Focus on Florida, pp. 122–123; Unit 2, Lesson 4, pp. 124–133</p> <p>TE: Unit 2, Lesson 2, pp. 134–148; Unit 2, Lesson 3, pp. 152–165; Unit 2, Focus on Florida, pp. 166–167; Unit 2, Lesson 4, pp. 168–180</p> <p>Student Interactive Digital Curriculum: Unit 2, Lesson 2, Erosion and Deposition by Water; Unit 2, Lesson 3, Erosion and Deposition by Wind, Ice, and Gravity; Unit 2, Focus on Florida, Tampa Bay Estuary; Unit 2, Lesson 4, Landforms and Florida</p> <p>Teacher Digital Management Center: Unit 2, Lesson 2, Erosion and Deposition by Water; Unit 2, Lesson 3, Erosion and Deposition by Wind, Ice, and Gravity; Unit 2, Focus on Florida, Tampa Bay Estuary; Unit 2, Lesson 4, Landforms and Florida</p> <p>Many labs address this benchmark, including the following:</p> <p>Labs (Lab Manual): Unit 2, Lesson 4 Quick Lab: How Can Materials on Earth’s Surface Change?; Unit 2, Lesson 4 Quick Lab: Exploring Landforms</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 3, Lesson 3, pp. 168–181</p> <p>TE: Unit 3, Lesson 3, pp. 230–244</p> <p>Student Interactive Digital Curriculum: Unit 3, Lesson 3, Energy Transfer</p> <p>Teacher Digital Management Center: Unit 3, Lesson 3, Energy Transfer</p> <p>Labs (Lab Manual): Unit 3, Lesson 3 Quick Lab: Modeling Convection; Unit 3, Lesson 3 Quick Lab: How Does Color Affect Temperature?; Unit 3, Lesson 3 Exploration Lab Stop the Energy Transfer</p>
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 4, Lesson 1, pp. 222–233</p> <p>TE: Unit 4, Lesson 1, pp. 300–313; Unit 4, Lesson 2, pp. 314–326; Unit 4, Lesson 3, pp. 332–346</p> <p>Student Interactive Digital Curriculum: Unit 4, Lesson 1, The Water Cycle</p> <p>Teacher Digital Management Center: Unit 4, Lesson 1, The Water Cycle; Unit 4, Lesson 2, Elements of Weather; Unit 4, Lesson 3, What Influences Weather?</p> <p>Many labs address this benchmark, including the following:</p> <p>Lab(s): Unit 4, Lesson 1 Quick Lab: Modeling the Water Cycle; Unit 4, Lesson 1 Quick Lab: Can You Make It Rain in a Jar?; Unit 4, Lesson 1 Quick Lab: Reaching the Dew Point; Unit 4, Lesson 2 Quick Lab: Coastal Climate Model; Unit 4, Lesson 3 Quick Lab: Wind and Temperature; Unit 4, Lesson 1 Exploration Lab, Changes in Water</p>

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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 3, Lesson 4, pp. 186–197; Unit 3, Lesson 5, pp. 200–213; Unit 4, Lesson 2, pp. 234–243; Unit 4, Lesson 3, pp. 248–261</p> <p>TE: Unit 3, Unit 3, Lesson 4, pp. 250–263; Unit 3, Lesson 5, pp. 266–280; Unit 4, Lesson 2, pp. 314–326; Unit 4, Lesson 3, 332–346</p> <p>Student Interactive Digital Curriculum: Unit 3, Lesson 4, Wind in the Atmosphere; Unit 3, Lesson 5, Ocean Currents; Unit 4, Lesson 2, Elements of Weather; Unit 4, Lesson 3, What Influences Weather?</p> <p>Teacher Digital Management Center: Unit 3, Lesson 4, Wind in the Atmosphere; Unit 3, Lesson 5, Ocean Currents; Unit 4, Lesson 2, Elements of Weather; Unit 4, Lesson 3, What Influences Weather?</p> <p>Lab(s): Quick Lab: Unit 3, Lesson 4 Modeling the Coriolis Effect; Unit 4, Lesson 5 Quick Lab: The Formation of Deep Currents; Unit 4, Lesson 5 Quick Lab: Can Messages Travel on Ocean Water?; Unit 4, Lesson 2 Quick Lab: Cloud Cover; Unit 4, Lesson 3 Quick Lab: The Angles of the Sun’s Rays; Unit 4, Lesson 3 Quick Lab: Modeling Air Movement by Convection; Unit 4, Lesson 3 Quick Lab: Wind and Temperature</p>
SC.6.E.7.4	Differentiate and show interactions among the geosphere, hydrosphere, cryosphere, atmosphere, and biosphere.	<p>SE: Unit 3, Lesson 1, pp. 142–155; Unit 3, Lesson 3, pp. 168–181; Unit 4, Lesson 1, pp. 222–233</p> <p>TE: Unit 3, Lesson 1, pp. 198–212; Unit 3, Lesson 3, pp. 230–244 ; Unit 4, Lesson 1, pp. 300–313</p> <p>Student Interactive Digital Curriculum: Unit 3, Lesson 1, Earth's Spheres; Unit 3, Lesson 3, Energy Transfer; Unit 4, Lesson 1, The Water Cycle</p> <p>Teacher Digital Management Center: Unit 3, Lesson 1, Earth's Spheres; Unit 3, Lesson 3, Energy Transfer; Unit 4, Lesson 1, The Water Cycle</p> <p>Many labs address this benchmark, including the following:</p> <p>Lab(s): Quick Lab: Unit 3, Lesson 1 Explaining Earth’s Systems; Unit 3, Lesson 1 Quick Lab: Analyzing Weather Patterns; Unit 3, Lesson 3 Quick Lab: Modeling Convection; Unit 3, Lesson 3 Quick Lab: How Does Color Affect Temperature?</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 3, Lesson 3, pp. 168–181; Unit 3, Lesson 4, pp. 186–197; Unit 4, Lesson 6, pp. 294–307</p> <p>TE: Unit 3, Lesson 3, pp. 230–244; Unit 3, Lesson 4, pp. 250–263; Unit 4, Lesson 6, pp. 384–398</p> <p>Student Interactive Digital Curriculum: Unit 3, Lesson 3, Energy Transfer; Unit 3, Lesson 4, Wind in the Atmosphere; Unit 4, Lesson 6, Climate</p> <p>Teacher Digital Management Center: Unit 3, Lesson 3, Energy Transfer; Unit 3, Lesson 4, Wind in the Atmosphere; Unit 4, Lesson 6, Climate</p> <p>Lab(s): Unit 4, Lesson 1 Quick Lab: Modeling the Water Cycle; Unit 4, Lesson 1 Quick Lab: Can You Make It Rain in a Jar?; Unit 4 Exploration Lab: Changes in Water; Unit 3, Lesson 3 Quick Lab: Modeling Convection; Unit 4, Lesson 6 Quick Lab: Modeling El Niño; Unit 4, Lesson 6 Quick Lab: Modeling a Front; Unit 3, Lesson 3 Exploration/S.T.E.M. Lab: The Heat from the Sun</p> <p>Virtual Lab(s): Unit 4, Lesson 3 Virtual Lab: Forecasting the Weather</p>

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SC.6.E.7.6	Differentiate between weather and climate.	<p>SE: Unit 4, Lesson 6, pp. 294–307 TE: Unit 4, Lesson 6, pp. 384–398</p> <p>Student Interactive Digital Curriculum: Unit 4, Lesson 6, Climate Teacher Digital Management Center: Unit 4, Lesson 6, Climate</p> <p>Labs (Lab Manual): Unit 4, Lesson 6 Quick Lab: Modeling El Niño; Unit 4, Lesson 6 Quick Lab: Factors That Affect Climate</p>
SC.6.E.7.7	Investigate how natural disasters have affected human life in Florida.	<p>SE: Unit 4, Focus on Florida, pp. 262–263; Unit 4, Lesson 5, pp. 278–291 TE: Unit 4, Focus on Florida, pp. 348–349; Unit 4, Lesson 5, pp. 366–380</p> <p>Student Interactive Digital Curriculum: Unit 4, Focus on Florida: Florida's Weather Community; Unit 4, Lesson 5, Natural Disasters in Florida Teacher Digital Management Center: Unit 4, Focus on Florida: Florida's Weather Community; Unit 4, Lesson 5, Natural Disasters in Florida</p> <p>Labs (Lab Manual): Unit 4, Lesson 5 Quick Lab: Modeling a Hurricane; Unit 4, 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 4, Lesson 4, pp. 264–277 TE: Unit 4, Lesson 4, pp. 350–364</p> <p>Student Interactive Digital Curriculum: Unit 4, Lesson 4, Severe Weather and Weather Safety Teacher Digital Management Center: Unit 4, Lesson 4, Severe Weather and Weather Safety</p> <p>Lab(s): Unit 4, Lesson 4 Unit Lab: Preparing for Severe Weather</p> <p>Virtual Lab(s): Unit 4, Lesson 4 Virtual Lab: 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 3, Lesson 2, pp. 158–167 TE: Unit 3, Lesson 2, pp. 216–228</p> <p>Student Interactive Digital Curriculum: Unit 3, Lesson 2, The Atmosphere Teacher Digital Management Center: Unit 3, Lesson 2, The Atmosphere</p> <p>Lab(s): Unit 3, Lesson 2 Quick Lab: The Sun’s Angle and Temperature; Unit 3, Lesson 2 Quick Lab: Rising Heat; Unit 3, Lesson 3 Quick Lab: Modeling Air Pressure</p>

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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.	<p>SE: Unit 6, Lesson 2, pp. 400–409; Unit 6, Lesson 4, pp. 422–433 TE: Unit 6, Lesson 2, pp. 530–542; Unit 6, Lesson 4, 558–571</p> <p>Student Interactive Digital Curriculum: Unit 6, Lesson 2, Chemistry of Life; Unit 6, Lesson 4, Levels of Cellular Organization Teacher Digital Management Center: Unit 6, Lesson 2, Chemistry of Life; Unit 6, Lesson 4, Levels of Cellular Organization</p> <p>Labs (Lab Manual): Unit 6, Lesson 2 Quick Lab: Building a DNA Sequence; Unit 6, Lesson 4 Quick Lab: Evaluating Specialization; Unit 6, Lesson 1 Quick Lab: Observing Bacteria; Unit, Lesson 4 Quick Lab: Observing Plant Organs; Unit 6 Exploration Lab: The Organization of Organisms</p>
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.	<p>SE: Unit 6, Lesson 1, pp. 390–399 TE: Unit 6, Lesson 1, pp. 516–528</p> <p>Student Interactive Digital Curriculum: Unit 6, Lesson 1, The Characteristics of Cells Teacher Digital Management Center: Unit 6, Lesson 1, The Characteristics of Cells</p> <p>Lab(s): Unit 6, Lesson 1 Quick Lab: Observing Bacteria; Unit 6, Lesson 1 Quick Lab: How Do Tools That Magnify Help Us Study Cells?</p>
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 6, Lesson 5, pp. 436–447 TE: Unit 6, Lesson 5, pp. 574–587</p> <p>Student Interactive Digital Curriculum: Unit 6, Lesson 5, Homeostasis and Cell Processes Teacher Digital Management Center: Unit 6, Lesson 5, Homeostasis and Cell Processes</p> <p>Labs (Lab Manual): Unit 6, Lesson 5 Quick Lab: Modeling Diffusion; Unit 6, Lesson 5 Quick Lab: Processes in Living Things; Unit 6, Lesson 5 Quick Lab: The Function of Cell Walls</p> <p>Virtual Lab(s): Unit 6, Lesson 5 Virtual Lab 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 6, Lesson 3, pp. 410–421 TE: Unit 6, Lesson 3, pp. 544–557</p> <p>Student Interactive Digital Curriculum: Unit 6, Lesson 3, Cell Structure and Function Teacher Digital Management Center: Unit 6, Lesson 3, Cell Structure and Function</p> <p>Labs (Lab Manual): Unit 6, Lesson 3 Quick Lab: Comparing Cells; Unit 6, Lesson 2 Quick Lab: Properties of Lipids; Unit 6, Lesson 3 Quick Lab: Making a 3-D Cell Model; Unit 6, Lesson 4 Quick Lab: Observing Plant 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 7, Lesson 1, pp. 478–517; Unit 7, Lesson 2, pp. 488–501; Unit 7, Lesson 3, pp. 502–517; Unit 7, Lesson 4, 520–545; Unit 7, Lesson 6, pp. 550–561; Unit 8, Lesson 1, pp. 572–581</p> <p>TE: Unit 7, Lesson 1, pp. 628–640; Unit 7, Lesson 2, pp. 642–656; Unit 7, Lesson 3, pp. 658–673; Unit 7, Lesson 4, pp. 676–704; Unit 7, Lesson 6, pp. 710–723; Unit 8, Lesson 1, pp. 738–750</p> <p>Student Interactive Digital Curriculum: Unit 7, Lesson 1, Introduction to Body Systems; Unit 7, Lesson 2, The Skeletal and Muscular Systems; Unit 7, Lesson 3, The Circulatory and Respiratory System; Unit 7, Lesson 4, The Digestive and Excretory Systems; Unit 7, Lesson 6, The Reproductive System; Unit 8, Lesson 1, The Immune System</p> <p>Teacher Digital Management Center: Unit 7, Lesson 1, Introduction to Body Systems; Unit 7, Lesson 2, The Skeletal and Muscular Systems; Unit 7, Lesson 3, The Circulatory and Respiratory System; Unit 7, Lesson 4, The Digestive and Excretory Systems; Unit 7, Lesson 6, The Reproductive System; Unit 8, Lesson 1, The Immune System</p> <p>Many labs address this benchmark, including the following:</p> <p>Labs (Lab Manual): Unit 7, Lesson 1 Quick Lab: Balancing Act; Unit 7, Lesson 1 Quick Lab: How Does Skin Provide Protection?; Unit 7, Lesson 1 Quick Lab: Skin Deep; Unit 7, Lesson 2 Quick Lab: Connective Tissue; Unit 7, Lesson 2,Quick Lab: Form and Motion; Unit 7, Lesson 2 Quick Lab: Power in Pairs; Unit 7, Lesson 3 Quick Lab: Build a Model Lung; Unit 7, Lesson 3 Quick Lab: The Power of Scent; Unit 7, Lesson 3 Quick Lab: Clogged Arteries; Unit 7, Lesson 4 Quick Lab: Bile Function; Unit 7 Exploration Lab: Structure and Function of Bone; Unit 7 Exploration Lab: Mapping Sensory Receptors</p> <p>Virtual Lab: Unit 7, Lesson 3 Virtual Lab: What Makes a Healthy Heart?</p>
SC.6.L.14.6	Compare and contrast types of infectious agents that may infect the human body, including viruses, bacteria, fungi, and parasites.	<p>SE: Unit 8, Lesson 2, pp. 584–595</p> <p>TE: Unit 8, Lesson 2, pp. 754–757</p> <p>Student Interactive Digital Curriculum: Unit 8, Lesson 2, Infectious Disease</p> <p>Teacher Digital Management Center: Unit 8, Lesson 2, Infectious Disease</p> <p>Labs (Lab Manual): Unit 8 Exploration Lab: Our Constant Companions; Unit 8 Exploration Lab: Killing Bacteria</p> <p>Virtual Lab: Unit 8, Lesson 2 Virtual Lab: Preventing Infections</p>

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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.	<p>SE: Unit 6, Lesson 6, pp. 452–467</p> <p>TE: Unit 6, Lesson 6, pp. 592–607</p> <p>Student Interactive Digital Curriculum: Unit 6, Lesson 6, Classification of Living Things</p> <p>Teacher Digital Management Center: Unit 6, Lesson 6, Classification of Living Things</p> <p>Labs (Lab Manual): Unit 6, Lesson 6 Quick Lab: Using a Dichotomous Key; Unit 8, Lesson 6 Quick Lab: What Do Protists Look Like?; Unit 8, Lesson 6 Quick Lab: Build a Protist Model; Unit 6 Exploration Lab: Developing Scientific Names</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 1, Lesson 3, pp. 24–37; Unit 1, Lesson 4, 38–49; Unit 1, Think Science, pp. 48–49; Unit 1, Lesson 6, pp. 60–71; Unit 1, STEM, pp. 72–75; Unit 2, Think Science, pp. 108–109; Unit 3, STEM, pp. 182–185; Unit 4, STEM, pp. 244–247; Unit 4, Lesson 4, pp. 264–277; Unit 5, Lesson 1, pp. 318–327; Unit 5, Think Science, pp. 346–347; Unit 6, Lesson 2, pp. 400–409; Unit 6, Think Science, pp. 434–435; Unit 6, STEM, pp. 448–451; Unit 7, Lesson 2, pp. 488–501; Unit 7, STEM, pp. 546–549; Unit 8, Lesson 1, pp. 572–581; Unit 8, Think Science, pp. 582–583</p> <p>TE: Unit 1, Lesson 3, 42–56, Unit 1, Lesson 4, 58–70; Unit 1, Think Science, 72–73; Unit 1, Lesson 6, pp. 88–101; Unit 1, STEM, pp. 102–105; Unit 2, Think Science, pp. 150–151; Unit 3, STEM, pp. 246–249; Unit 4, STEM, pp. 328–331; Unit 4, Lesson 4, pp. 350–364; Unit 5, Lesson 1, pp. 418–430; Unit 5, Think Science, pp. 452–453; Unit 6, Lesson 2, pp. 530–542; Unit 6, Think Science, pp. 572–573; Unit 6, STEM, pp. 588–591; Unit 7, Lesson 2, pp. 658–673; Unit 7, STEM, pp. 706–709; Unit 8, Lesson, 1, pp. 738–750; Unit 8, Think Science, pp. 752–753</p> <p>Student Interactive Digital Curriculum: Unit 1, Lesson 3, Scientific Investigations; Unit 1, Lesson 4, Representing Data; Unit 1 Think Science: Making Conclusions from Evidence; Unit 1, Lesson 6, The Engineering Design Process; Unit 1, STEM: Engineering Feature: Engineering Design Process; Unit 2, Think Science: Searching the Internet; Unit 3, STEM: Building a Wind Turbine; Unit 4, Lesson 4, Severe Weather and Weather Safety; Unit 5, Lesson 1, Kinetic and Potential Energy; Unit 5, Think Science: Interpreting Graphs; Unit 6, Lesson 2, Chemistry of Life; Unit 6, Think Science: Making Predictions; Unit 6 STEM: Analyzing Technology: Analyzing Nutrients; Unit 7, Lesson 2, The Skeletal and Muscular Systems; Unit 7, STEM: Designing a Device; Unit 8, Lesson 1, The Immune System; Unit 8, Think Science: Mean, Median, Mode and Range</p> <p>Teacher Digital Management Center: Unit 1, Lesson 3, Scientific Investigations; Unit 1, Lesson 4, Representing Data; Unit 1, Think Science: Making Conclusions from Evidence; Unit 1, Lesson 6, The Engineering Design Process; Unit 1, STEM: Engineering Feature: Engineering Design Process; Unit 2, Think Science: Searching the Internet; Unit 3, STEM: Building a Wind Turbine; Unit 4, Lesson 4, Severe Weather and Weather Safety; Unit 5, Lesson 1, Kinetic and Potential Energy; Unit 5 Think Science: Interpreting Graphs; Unit 6, Lesson 2, Chemistry of Life; Unit 6, Think Science: Making Predictions; Unit 6 STEM: Analyzing Technology: Analyzing Nutrients; Unit 7, Lesson 2, The Skeletal and Muscular Systems; Unit 7, STEM: Designing a Device; Unit 8, Lesson 1, The Immune System; Unit 8, Think Science: Mean, Median, Mode and Range</p> <p>Many labs address this benchmark, including the following:</p> <p>Labs (Lab Manual): Unit 2, Lesson 2 Quick Lab: Weathering Chalk; Unit 2, Lesson 2 Quick Lab: Moving Sediment; Unit 3, Lesson 1 Quick Lab: Analyzing Weather Patterns; Unit 3, Lesson 2 Quick Lab: Modeling Air Pressure; Unit 5 Lesson 2 Quick Lab: Free-Fall Distances; Unit 5, Lesson 4 Quick Lab: Net Force; Unit 7, Lesson 2 Quick Lab: Power in Pairs; Unit 8, Lesson 2 Quick Lab: Passing the Cold; Unit 8, Lesson 2 Quick Lab: Modeling Viral Replication; Unit 8 Exploration Lab: Our Constant Companions; Unit 8 Exploration Lab: Mapping Sensory Receptors; Unit 1 Exploration Lab: Measuring Speed;</p> <p>Virtual Lab: Virtual Lab Creating Physical Models</p>
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SC.6.N.1.2	Explain why scientific investigations should be replicable.	<p>SE: Unit 1, Lesson 3, pp. 24–37 TE: Unit 1, Lesson 3, pp. 42–56</p> <p>Student Interactive Digital Curriculum: Unit 1, Lesson 3, Scientific Investigations Teacher Digital Management Center: Unit 1, Lesson 3, Scientific Investigations</p> <p>Labs (Lab Manual): Unit 1, Lesson 3 Quick Lab: The Importance of Replication; Unit 1, Lesson 3, Quick Lab: How Machines Help</p> <p>Virtual Lab: Unit 1, Lesson 3, Virtual Lab: Planning Investigations</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 3, pp. 24–37 TE: Unit 1, Lesson 3, pp. 42–56</p> <p>Student Interactive Digital Curriculum: Unit 1, Lesson 3, Scientific Investigations Teacher Digital Management Center: Unit 1, Lesson 3, Scientific Investigations</p> <p>Labs (Lab Manual): Unit 2, Lesson 4 Quick Lab: Exploring Landforms; Unit 3, Lesson 1 Quick Lab: Explaining Earth's Systems</p> <p>Virtual Lab: Unit 1, Lesson 3 Virtual Lab: Planning 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 3, pp. 24–37 TE: Unit 1, Lesson 3, pp. 42–56</p> <p>Student Interactive Digital Curriculum: Unit 1, Lesson 3, Scientific Investigations Teacher Digital Management Center: Unit 1, Lesson 3, Scientific Investigations</p> <p>Labs (Lab Manual): Unit 6, Lesson 3 Quick Lab:Comparing Cells; Unit 4 Exploration Lab: Preparing for Severe Weather</p> <p>Virtual Lab Unit 1, Lesson 3 Virtual Lab: Planning Investigations</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.	<p>SE: Unit 1, Lesson 1, pp. 4–13; Unit 1, Lesson 6, pp. 60–71 TE: Unit 1, Lesson 1, pp. 14–26; Unit 1, Lesson 6, pp. 88–101</p> <p>Student Interactive Digital Curriculum: Unit 1, Lesson 1, What Is Science?; Unit 1, Lesson 6, The Engineering Design Process Teacher Digital Management Center: Unit 1, Lesson 1, What Is Science?; Unit 1, Lesson 6, The Engineering Design Process</p> <p>Labs (Lab Manual): Unit 1, Lesson 1 Quick Lab: What Is the Process?; Unit 5, Lesson 1 Quick Lab: Pendulum Energy; Unit 5, Lesson 4 Quick Lab: Parachutes and Air Resistance; Unit 5, Lesson 4 Quick Lab: Forces on Fluids</p>
SC.6.N.2.1	Distinguish science from other activities involving thought.	<p>SE: Unit 1, Lesson 1, pp. 4–13; Unit 1, Lesson 6, pp. 60–71 TE: Unit 1, Lesson 1, pp. 14–26; Unit 1, Lesson 6, pp. 88–101</p> <p>Student Interactive Digital Curriculum: Unit 1, Lesson 1, What Is Science?; Unit 1, Lesson 6, The Engineering Design Process Teacher Digital Management Center: Unit 1, Lesson 1, What Is Science?; Unit 1, Lesson 6, The Engineering Design Process</p> <p>Labs (Lab Manual): Unit 1, Lesson 1 Quick Lab: Science Charades, pp. 1-3; Unit 2, Lesson 2 Quick Lab: Wave Action on the Shoreline; Unit 6 Exploration Lab: Developing Scientific Names</p>
SC.6.N.2.2	Explain that scientific knowledge is durable because it is open to change as new evidence or interpretations are encountered.	<p>SE: Unit 1, Lesson 2, pp. 14–23; Unit 6, Lesson 1, pp. 390–399; Unit 6, Lesson 6, pp. 452–467 TE: Unit 1, Lesson 28–40; Unit 6, Lesson 1, pp. 516–528; Unit 6, Lesson 6, pp. 592–607</p> <p>Student Interactive Digital Curriculum: Unit 1, Lesson 2, Scientific Knowledge; Unit 6, Lesson 1, The Characteristics of Cells; Unit 6, Lesson 6, Classification of Living Things Teacher Digital Management Center: Unit 1, Lesson 2, Scientific Knowledge; Unit 6, Lesson 1, The Characteristics of Cells; Unit 6, Lesson 6, Classification of Living Things</p> <p>Lab(s): Unit 3, Lesson 5 Quick Lab: The Formation of Deep Currents; Unit 3 Exploration/S.T.E.M. Lab: The Heat from the Sun</p>

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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.	<p>SE: Unit 1, Lesson 1, pp. 4–13; Unit 1, Lesson 5, pp. 50–59; Unit 3, People in Science, pp. 156–157; Unit 4, People in Science, pp. 292–293; Unit 5, People in Science, pp. 370–371; Unit 6, Lesson 6, pp. 452–467; Unit 7, People in Science, pp. 518–519</p> <p>TE: Unit 1, Lesson 1, pp. 14–26, Unit 1, Lesson 5, pp. 74–86; Unit 3, People in Science, pp. 214–215; Unit 4, People in Science, pp. 382–383; Unit 5, People in Science, pp. 482–483; Unit 6, Lesson 6, pp. 592–607; Unit 7, People in Science, pp. 674–675</p> <p>Student Interactive Digital Curriculum: Unit 1, Lesson 1, What is Science?; Unit 1, Lesson 5, Science and Society; Unit 3, People in Science: Evan B. Forde; Unit 4, People in Science: J. Marshall Shepherd; Unit 5, People in Science: Steve Okamoto; Unit 6, Lesson 6, Classification of Living Things; Unit 7, People in Science: Olufunmilayo Falusi Olopade</p> <p>Teacher Digital Management Center: Unit 1, Lesson 1, What is Science?; Unit 1, Lesson 5, Science and Society; Unit 3, People in Science: Evan B. Forde; Unit 4, People in Science: J. Marshall Shepherd; Unit 5, People in Science: Steve Okamoto; Unit 6, Lesson 6, Classification of Living Things; Unit 7, People in Science: Olufunmilayo Falusi Olopade</p> <p>Labs (Lab Manual): Unit 1, Lesson 5 Quick Lab: Which Scientist Am I?; Unit 1, Lesson 5 Quick Lab: Design a Game About Goals</p>
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.	<p>SE: Unit 1, Lesson 2, pp. 14–23; Unit 3, Think Science, pp. 198–199</p> <p>TE: Unit 1, Lesson 2, pp. 28–40; Unit 3, Think Science, pp. 264–265</p> <p>Student Interactive Digital Curriculum: Unit 1, Lesson 2, Scientific Knowledge; Unit 3, Think Science: Evaluating Claims</p> <p>Teacher Digital Management Center: Unit 1, Lesson 2, Scientific Knowledge; Unit 3, Think Science: Evaluating Claims</p> <p>Lab (Lab Manual): Unit 1, Lesson 2 Quick Lab: Theory or Claim?</p>
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.	<p>SE: Unit 1, Lesson 2, pp. 14–23</p> <p>TE: Unit 1, Lesson 2, pp. 28–40</p> <p>Student Interactive Digital Curriculum: Unit 1, Lesson 2, Scientific Knowledge</p> <p>Teacher Digital Management Center: Unit 1, Lesson 2, Scientific Knowledge</p> <p>Lab (Lab Manual): Unit 1 Exploration Lab: Scientific Law Game</p>

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SC.6.N.3.3	Give several examples of scientific laws.	<p>SE: Unit 1, Lesson 2, pp. 14–23; Unit 5, Lesson 4, pp. 356–369 TE: Unit 1, Lesson 2, pp. 28–40; Unit 5, Lesson 4, pp. 466–480</p> <p>Student Interactive Digital Curriculum: Unit 1, Lesson 2, Scientific Knowledge; Unit 5, Lesson 4, Forces Teacher Digital Management Center: Unit 1, Lesson 2, Scientific Knowledge; Unit 5, Lesson 4, Forces</p> <p>Many labs address this benchmark, including the following: Labs (Lab Manual): Unit 5, Lesson 4 Quick Lab: First Law of Skateboarding; Unit 1, Lesson 2 Quick Lab: Hooke’s Law; Unit 1 Exploration Lab: Scientific Law Game</p>
SC.6.N.3.4	Identify the role of models in the context of the sixth grade science benchmarks.	<p>SE: Unit 1, Lesson 4, pp. 38–47; Unit 1, STEM, pp. 72–75; Unit 2, Lesson 3, pp. 110–121 TE: Unit 1, Lesson 4, pp. 58–70; Unit 1, STEM, pp. 102–105; Unit 2, Lesson 3, pp. 152–165</p> <p>Student Interactive Digital Curriculum: Unit 1, Lesson 4, Representing Data; Unit 1, STEM: Engineering Feature: Engineering Design Process, Unit 2, Lesson 3, Erosion and Deposition by Wind, Ice, and Gravity Teacher Digital Management Center: Unit 1, Lesson 4, Representing Data; Unit 1, STEM: Engineering Feature: Engineering Design Process, Unit 2, Lesson 3, Erosion and Deposition by Wind, Ice, and Gravity</p> <p>Labs (Lab Manual): Unit 1, Lesson 4 Quick Lab: Modeling Eye Images; Unit 2, Lesson 3 Quick Lab: Modeling a Glacier; Unit 2, Lesson 3 Quick Lab: Modeling a Landslide; Unit 4, Lesson 3 Quick Lab: Modeling Air Movement by Convection; Unit 4, Lesson 5 Quick Lab: Modeling a Hurricane; Unit 6, Lesson 3 Quick Lab: Making a 3-D Cell Model; Unit 6, Lesson 5 Quick Lab: Modeling Diffusion; Unit 6, Lesson 6 Quick Lab: Build a Protist Model; Unit 7, Lesson 3 Quick Lab: Build a Model Lung; Unit 8, Lesson 2 Quick Lab: Modeling Viral Replication</p> <p>Virtual Lab: Unit 1, Lesson 3 Virtual Lab Planning Investigations</p>
SC.6.P.11.1	Explore the Law of Conservation of Energy by differentiating between potential and kinetic energy. Identify situations where kinetic energy is transformed into potential energy and vice versa.	<p>SE: Unit 5, Lesson 1, pp. 318–327 TE: Unit 5, Lesson 1, pp. 418–430</p> <p>Student Interactive Digital Curriculum: Unit 5, Lesson 1, Kinetic and Potential Energy Teacher Digital Management Center: Unit 5, Lesson 1, Kinetic and Potential Energy</p> <p>Labs (Lab Manual): Unit 5, Lesson 1 Quick Lab: Bungee Jumping; Unit 5 Lesson 1 Quick Lab: Pendulum Energy; Unit 5 Exploration Lab: Race to the Bottom; Unit 5 Exploration Lab: Building Windmills</p> <p>Virtual Lab: Unit 5, Lesson 1 Virtual Lab: Kinetic and Potential Energy</p>

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SC.6.P.12.1	Measure and graph distance versus time for an object moving at a constant speed. Interpret this relationship.	<p>SE: Unit 5, Lesson 2, pp. 332–345 TE: Unit 5, Lesson 2, pp. 436–450</p> <p>Student Interactive Digital Curriculum: Unit 5, Lesson 2, Motion and Speed Teacher Digital Management Center: Unit 5, Lesson 2, Motion and Speed</p> <p>Lab (Lab Manual): Unit 5, Lesson 2 Quick Lab: Free-Fall Distances</p>
SC.6.P.13.1	Investigate and describe types of forces including contact forces and forces acting at a distance, such as electrical, magnetic, and gravitational.	<p>SE: Unit 5, Lesson 4, pp. 356–369; Unit 5, Lesson 5, pp. 372–381 TE: Unit 5, Lesson 4, pp. 466–480; Unit 5, Lesson 5, pp. 484–496</p> <p>Student Interactive Digital Curriculum: Unit 5, Lesson 4, Forces; Unit 5, Lesson 5, Gravity and Motion Teacher Digital Management Center: Unit 5, Lesson 4, Forces; Unit 5, Lesson 5, Gravity and Motion</p> <p>Lab(s): Unit 5, Lesson 4 Quick Lab: Forces on Fluids; Unit 5, Lesson 4 Quick Lab: Net Force; Unit 5, Lesson 4 Quick Lab: Exploring Inertia; Unit 5, Lesson 5 Quick Lab: Gravity and Distance; Unit 5, Lesson 5 Quick Lab: Falling Water</p>
SC.6.P.13.2	Explore the Law of Gravity by recognizing that every object exerts gravitational force on every other object and that the force depends on how much mass the objects have and how far apart they are.	<p>SE: Unit 5, Lesson 5, pp. 372–381 TE: Unit 5, Lesson 5, pp. 484–496</p> <p>Student Interactive Digital Curriculum: Unit 5, Lesson 5, Gravity and Motion Teacher Digital Management Center: Unit 5, Lesson 5, Gravity and Motion</p> <p>Lab(s): Unit 5, Lesson 5 Quick Lab: Gravity and Distance; Unit 5, Lesson 5 Quick Lab: Falling Water</p>
SC.6.P.13.3	Investigate and describe that an unbalanced force acting on an object changes its speed, or direction of motion, or both.	<p>SE: Unit 5, Lesson 4, pp. 356–369 TE: Unit 5, Lesson 4, pp. 466–480</p> <p>Student Interactive Digital Curriculum: Unit 5, Lesson 4, Forces Teacher Digital Management Center: Unit 5, Lesson 4, Forces</p> <p>Labs (Lab Manual): Unit 5, Lesson 5 Quick Lab: The First Law of Skateboarding; Unit 5, Lesson 3 Quick Lab: Direction of Acceleration; Unit 5, Lesson 4 Quick Lab: Parachutes and Air Resistance</p>

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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.	This standard is covered throughout the program. The following are some of the many examples: SE: Unit 4, Lesson 6, p. 297 TE: Unit 2, Lesson 1, p. 122; Unit 4, Lesson 5, p. 374; Unit 4, Lesson 6, p. 392, 393; Unit 7, Lesson 2, p. 393
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: Unit 1, Lesson 4, pp. 40–47; Unit 1, Lesson 6, pp. 68–89; Unit 3, Lesson 4, pp. 194–195; Unit 6, Lesson 5, p. 441 TE: Unit 1, Lesson 4, pp. 67–70; Unit 1, Lesson 6, p. 100; Unit 3, Lesson 4, p. 262; Unit 6, Lesson 5, p. 584
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 practice is covered throughout the program. The following are some of the many examples: SE: Unit 2, Lesson 1, p. 91; Unit 3, Lesson 4, p. 253; Unit 6, Lesson 1, p. 398; Unit 7, Lesson 1, p. 483
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: Unit 1, STEM, p. 72; Unit 3, Lesson 1, pp. 198–199; Unit 4, Lesson 3, p. 256; Unit 8, Lesson 2, p. 586 TE: Unit 1, STEM, p. 103; Unit 4, Lesson 2, p. 317; Unit 4, Lesson 3, p. 344; Unit 8, Lesson 2, p. 763

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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: Unit 3, Lesson 5, p. 209; Unit 5, Lesson 2, p. 337 TE: Unit 3, Lesson 5, p. 278; Unit 4, Lesson 3, p. 348; Unit 5, Lesson 2, 446
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 Claims, Evidence, and Reasoning questions. The following are some of the many examples: SE: Unit 1, Lesson 1, p. 12; Unit 2, Lesson 1, p. 87; Unit 3, Think Science, p. 199; Unit 7, Lesson 1, p. 483 TE: Unit 1, Lesson 1, p. 26; Unit 2, Lesson 1, p. 129; Unit 3, Think Science, p. 246; Unit 7, Lesson 1, p. 605
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: Unit 1, Lesson 2, p. 37; Unit 4, Lesson 6, p. 397; Unit 6, Lesson 2, p. 541; Unit 7, Lesson 5, p. 701
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: Unit 5, STEM, pp. 330–331; Unit 7, STEM, pp. 548–549 TE: Unit 1, Lesson 4, p. 61; Unit 3, Lesson 1, p. 201; Unit 5, STEM, p. 434; Unit 7, STEM, p. 708
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: Unit 4, Lesson 3, p. 249; Unit 5, Lesson 3, p. 349; Unit 6, Lesson 1, p. 391 TE: Unit 4, Lesson 1, p. 305; Unit 4, Lesson 3, p. 340; Unit 5, Lesson 3, p. 462; Unit 6, Lesson 1, p. 524; Unit 7, Lesson 6, p. 391
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.	TE: Unit 4, Lesson 5, pp. 375, 379, 393, 395; Unit 5, Lesson 5, p. 495
LAFS.68.RST.2.6	Analyze the author’s purpose in providing an explanation, describing a procedure, or discussing an experiment in a text.	SE: Unit 1, Lesson 3, pp. 34–35 TE: Unit 1, Lesson 3, p. 55 Within the Lab Manual are Quick Labs, STEM Labs, and Exploration Labs students can use to analyze the author’s purpose.

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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: Unit 1, Lesson 4, pp. 40–47 TE: Unit 1, Lesson 4, pp. 67–70, Unit 1, Lesson 6, p. 100
LAFS.68.RST.3.8	Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.	SE: Unit 1, Lesson 2, pp. 20–21 TE: Unit 1, Lesson 2, p. 39
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: Unit 2, Lesson 2, p. 99 TE: Unit 3, Lesson 3, p. 233
LAFS.68.WHST.1.1	Write arguments focused on <i>discipline-specific content</i> . 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. 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. c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from and supports the argument presented.	This standard is covered throughout the program. The following are some of the many examples: SE: Unit 2, Lesson 3, p. 121; Unit 4, Lesson 3, p. 251, 253 TE: Unit 2, Lesson 3, p. 165; Unit 4, Lesson 3, p. 341, 342; Unit 4, Lesson 4, p. 361

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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: Unit 3, Lesson 3, p. 174; Unit 3, Lesson 5, pp. 207, 211; Unit 7, Lesson 3, p. 515</p> <p>TE: Unit 3, Lesson 3, p. 241; Unit 3, Lesson 5, pp. 277, 279; Unit 7, Lesson 3, p. 672</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: Unit 4, Lesson 1, p. 231; Unit 4, Lesson 4, p. 271; Unit 4, Lesson 5, p. 281</p> <p>TE: Unit 4, Lesson 1, p. 312; Unit 4, Lesson 4, p. 340; Unit 4, Lesson 5, pp. 361, 375</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: Unit 1, Think Science, p. 72
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.	SE: Unit 1, Lesson 5, p. 57 TE: Unit 1, Lesson 3, p. 55; Unit 1, Lesson 5, p. 85
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: TE: Unit 1, Lesson 3, p. 55; Unit 3, Lesson 2, p. 166; Unit 4, Lesson 2, p. 324; Unit 8, Lesson 2, p. 759 SE: Unit 1, Lesson 3, p. 34; Unit 4, Lesson 2, p. 239
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.	SE: Unit 1, Lesson 1, p. 23; Unit 1, Lesson 3, p. 35; Unit 2, Lesson 2, p. 99 TE: Unit 1, Lesson 1, p. 27; Unit 1, Lesson 3, p. 55; Unit 2, Lesson 2, p. 214
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: Unit 3, Lesson 1, p. 149; Unit 6, Lesson 1, p. 398; Unit 7, Lesson 3, p. 516; Unit 8, Lesson 1, p. 574 TE: Unit 3, Lesson 1, p. 209; Unit 6, Lesson 1, p. 528; Unit 7, Lesson 3, p. 673; Unit 8, Lesson 1, p. 747
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: Unit 3, Lesson 5, p. 209; Unit 4, STEM, p. 244; Unit 4, Lesson 4, p. 271; Unit 6, Lesson 6, p. 452; Unit 7, Lesson 3, p. 515 TE: Unit 2, Lesson 4, p. 180; Unit 3, Lesson 5, p. 278; Unit 4, Lesson 4, p. 361; Unit 6, Lesson 6, p. 600; Unit 7, Lesson 3, p. 672

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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. 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: Unit 5, Lesson 2, pp. 332–345; Unit 5, Lesson 3, pp. 348–355 TE: Unit 5, Lesson 2, pp. 444–450; Unit 5, Lesson 3, pp. 462–466
MAFS.6.SP.2.4	Display numerical data in plots on a number line, including dot plots, histograms, and box plots.	TE: Unit 1, Lesson 4, p. 66
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: Unit 8, Think Science, pp. 582–583 TE: Unit 8, Think Science, pp. 752–753

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HE.6.C.1.3	Identify environmental factors that affect personal health.	<p>SE: Unit 4, Lesson 4, pp. 264–277; Unit 4, Lesson 5, pp. 278–291; Unit 6, STEM, pp. 448–451; Unit 7, Lesson 3, pp. 502–517; Unit 8, Lesson 1, pp. 572–581; Unit 8, Lesson 2, pp. 584–595</p> <p>TE: Unit 4, Lesson 4, pp. 350–364; Unit 4, Lesson 5, pp. 366–380; Unit 6, STEM, pp. 558–591; Unit 7, Lesson 3, pp. 544–557; Unit 8, Lesson 1, pp. 738–750; Unit 8, Lesson 2, pp. 754–767</p> <p>Student Interactive Digital Curriculum: Unit 4, Lesson 4, Severe Weather and Weather Safety; Unit 4, Lesson 5, Natural Disasters in Florida; Unit 6, STEM: Analyzing Technology: Analyzing Nutrients; Unit 7, Lesson 3, The Circulatory and Respiratory Systems; Unit 8, Lesson 1, The Immune System; Unit 8, Lesson 2, Infectious Disease</p> <p>Teacher Digital Management Center: Unit 4, Lesson 4, Severe Weather and Weather Safety; Unit 4, Lesson 5, Natural Disasters in Florida; Unit 6, STEM: Analyzing Technology: Analyzing Nutrients; Unit 7, Lesson 3, The Circulatory and Respiratory Systems; Unit 8, Lesson 1, The Immune System; Unit 8, Lesson 2, Infectious Disease</p>
HE.6.C.1.5	Explain how body systems are impacted by hereditary factors and infectious agents.	<p>SE: Unit 7, Lesson 1, pp. 478–487; Unit 7, Lesson 2, pp. 488–501; Unit 7, Lesson 3, pp. 502–517; Unit 7, Lesson 4, pp. 520–531; Unit 7, Lesson 5, pp. 532–545; Unit 7, Lesson 6, pp. 550–561; Unit 8, Lesson 1, pp. 572–581; Unit 8, Lesson 2, pp. 584–595</p> <p>TE: Unit 7, Lesson 1, pp. 628–640; Unit 7, Lesson 2, pp. 642–656; Unit 7, Lesson 3, pp. 658–673; Unit 7, Lesson 4, pp. 676–689; Unit 7, Lesson 5, pp. 690–704; Unit 7, Lesson 6, pp. 710–723; Unit 8, Lesson 1, pp. 738–750; Unit 8, Lesson 2, pp. 754–767</p> <p>Student Interactive Digital Curriculum: Unit 7, Lesson 1, Introduction to Body Systems; Unit 7, Lesson 2, The Skeletal and Muscular Systems; Unit 7, Lesson 3, The Circulatory and Respiratory Systems; Unit 7, Lesson 4, The Digestive and Excretory Systems; Unit 7, Lesson 5, The Nervous and Endocrine Systems; Unit 7, Lesson 6, The Reproductive System; Unit 8, Lesson 1, The Immune System; Unit 8, Lesson 2, Infectious Disease</p> <p>Teacher Digital Management Center: Unit 7, Lesson 1, Introduction to Body Systems; Unit 7, Lesson 2, The Skeletal and Muscular Systems; Unit 7, Lesson 3, The Circulatory and Respiratory Systems; Unit 7, Lesson 4, The Digestive and Excretory Systems; Unit 7, Lesson 5, The Nervous and Endocrine Systems; Unit 7, Lesson 6, The Reproductive System; Unit 8, Lesson 1, The Immune System; Unit 8, Lesson 2, Infectious Disease</p>
ELD.K12.ELL.SC.1	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Science.	<p>In the English Language Learners activities in every lesson, students communicate information, ideas, and concepts in the content area of Science. See, for example, the following:</p> <p>TE: Unit 1, STEM, p. 105, Unit 3, STEM, p. 249, Unit 5, STEM, p. 435, Unit 6, STEM, p. 591</p>
ELD.K12.ELL.SI.1	English language learners communicate for social and instructional purposes within the school setting.	<p>In the English Language Learners activities in every lesson, students communicate for social and instructional purposes. See, for example, the following:</p> <p>TE: Unit 1, Lesson 1, p. 19; Unit 3, Lesson 1, p. 203; Unit 3, Lesson 3, p. 241; Unit 5, Lesson 1, p. 423</p>