Houghton Mifflin Harcourt

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

HMH Science Dimensions Grades 6–8

2016-2017 STATE OF FLORIDA INSTRUCTIONAL MATERIALS ADOPTION
STANDARDS ALIGNMENT
COURSE STANDARDS/BENCHMARKS (Form IM7)

BID ID:	**3315**
SUBMISSION TITLE:	**HMH Science Dimensions Grade 6–8 © 2018**
GRADE LEVEL:	**6–8**
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BENCHMARK CODE	BENCHMARK	LESSONS WHERE STANDARD/BENCHMARK IS DIRECTLY ADDRESSED IN MAJOR TOOL (MOST IN-DEPTH COVERAGE LISTED FIRST) (Include the student edition and teacher edition with the page numbers of lesson, a link to lesson, or other identifier for easy lookup by reviewers.)
SC.6.E.6.1	Describe and give examples of ways in which Earth's surface is built up and torn down by physical and chemical weathering, erosion, and deposition.	**SE:** Module F: 6–9, 10–14, 15–16, 17–18, 92, 98–99, 105; Module G: 99 **TE:** Module F: 3N, 4 **ScienceSaurus (Green Level, Grades 6-8):** 188–190, 192, 180, 195 **Florida Statewide Science Assessment (FSSA) Review and Practice:** Grade 6 SE: 19-23 Grade 6 TE: 7
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.	**SE:** Module F: 3, 50, 77, 116–117 **TE:** Module F: 3J, 3M, 95K–95L **ScienceSaurus (Green Level, Grades 6-8):** 184, 187, 192

SC.6.E.7.1	Differentiate among radiation, conduction, and convection, the three mechanisms by which heat is transferred through Earth's system.	**SE:** Module E: 9–10, 17–18, 36–37 **TE:** Module E: 3J–3K **ScienceSaurus (Green Level, Grades 6-8):** 304 **Florida Statewide Science Assessment (FSSA) Review and Practice:** Grade 6 SE: 24-25 Grade 6 TE: 8
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.	**SE:** Module E: 51–54, 60–61, 50, 94, 128 **TE:** Module E: 112 **ScienceSaurus (Green Level, Grades 6-8):** 216, 228 **Florida Statewide Science Assessment (FSSA) Review and Practice:** Grade 6 SE: 27-30 Grade 6 TE: 9
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	**SE:** Module E: 92–94, 13, 19–20, 39, 85, 127, 146 **TE:** Module E: 77L, 112 **ScienceSaurus (Green Level, Grades 6-8):** 217, 225, 228, 229

SC.6.E.7.4	Differentiate and show interactions among the geosphere, hydrosphere, cryosphere, atmosphere, and biosphere.	**SE:** Module E: 91–94, 15–16, 27–28, 36, 39–40, 51–54, 55–58, 60–61; Module F: 71–73; Module G: 150, 152, 155, 157–159, 162–163, 181, 185–188, 192–193, 214, 226, 232–233, 234, 238–239 **TE:** Module E: 3K–3L **ScienceSaurus (Green Level, Grades 6-8):** 216 **Florida Statewide Science Assessment (FSSA) Review and Practice:** Grade 6 SE: 31-35 Grade 6 TE: 10 Grade 8 SE: 76-79 Grade 8 TE: 33
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.	**SE:** Module E: 91–94, 13, 18, 20, 39, 61, 84, 122 **TE:** Module E: 3K–3L, 77L, 126
SC.6.E.7.6	Differentiate between weather and climate.	**SE:** Module E: 80, 120–121, 126; Module G: 226, 37,230 **ScienceSaurus (Green Level, Grades 6-8):** 227
SC.6.E.7.7	Investigate how natural disasters have affected human life in Florida.	**SE:** Module G: 9, 22 **TE:** Module E: 114 (optional online activity); Module G: 3H, 3K–3L, 26
SC.6.E.7.8	Describe ways human beings protect themselves from hazardous weather and sun exposure.	**SE:** Module G: 37–42, 48–53, 54–60, 28–29, 31 **ScienceSaurus (Green Level, Grades 6-8):** 350

SC.6.E.7.9	Describe how the composition and structure of the atmosphere protects life and insulates the planet.	**SE:** Module E: 135–136; Module G: 227, 237 **TE:** Module G: 179, 179M **ScienceSaurus (Green Level, Grades 6-8):** 212–215, 350
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.	Representative Examples: **SE:** Module Module E: 31, 145–146; Module F: 137; Module G: 58–59, 71–72 **ScienceSaurus (Green Level, Grades 6-8):** 019 **Florida Statewide Science Assessment (FSSA) Review and Practice:** Grade 6 SE: 3-6 Grade 6 TE: 3
SC.6.N.1.2	Explain why scientific investigations should be replicable.	**ScienceSaurus (Green Level, Grades 6-8):** 005, 009 **Florida Statewide Science Assessment (FSSA) Review and Practice:** Grade 6 SE: 711 Grade 6 TE: 4
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.	**ScienceSaurus (Green Level, Grades 6-8):** 002, 004

SC.6.N.1.4	Discuss, compare, and negotiate methods used, results obtained, and explanations among groups of students conducting the same investigation.	**SE:** Module F: 18 **ScienceSaurus (Green Level, Grades 6-8):** 002, 014
SC.6.N.1.5	Recognize that science involves creativity, not just in designing experiments, but also in creating explanations that fit evidence.	This standard is beyond the scope of *HMH Science Dimensions Grades 6 – 8* .
SC.6.N.2.1	Distinguish science from other activities involving thought.	**ScienceSaurus (Green Level, Grades 6-8):** 002
SC.6.N.2.2	Explain that scientific knowledge is durable because it is open to change as new evidence or interpretations are encountered.	**TE:** Module F: 51, 122 **ScienceSaurus (Green Level, Grades 6-8):** 002 **Florida Statewide Science Assessment (FSSA) Review and Practice:** Grade 6 SE: 12-14 Grade 6 TE: 5 Grade 8 SE: 35-38 Grade 8 TE: 24
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:** Module E: 41–42, 63–64, 113; Module F: 63; Module G: 143–144, 241 **ScienceSaurus (Green Level, Grades 6-8):** 440–449, 450–461

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.	**TE:** Module F: 51, 62 **ScienceSaurus (Green Level, Grades 6-8):** 002 **Florida Statewide Science Assessment (FSSA) Review and Practice:** Grade 6 SE: 15-18 Grade 6 TE: 6
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:** Module H: 63, 66–70, 71–76, 127, 129, 131, 134–135, 136–138, 144 **ScienceSaurus (Green Level, Grades 6-8):** 002
SC.6.N.3.3	Give several examples of scientific laws.	**SE:** Module H: 63, 66–70, 71–76, 127, 129, 131, 134–135, 136–138, 144 **TE:** Module H: 63, 66–70, 71–76, 127, 129, 131, 134–135, 136–138, 144; Module F: 10
SC.6.N.3.4	Identify the role of models in the context of the sixth grade science benchmarks.	**SE:** Module E: 102–104; Module F: 14, 61; Module G: 242 **TE:** Module E: 26, 37 **ScienceSaurus (Green Level, Grades 6-8):** 013, 002, 006
SC.7.E.6.1	Describe the layers of the solid Earth, including the lithosphere, the hot convecting mantle, and the dense metallic liquid and solid cores.	**ScienceSaurus (Green Level, Grades 6-8):** 177 **Florida Statewide Science Assessment (FSSA) Review and Practice:** Grade 7 SE: 25-29 Grade 7 TE: 8

SC.7.E.6.2	Identify the patterns within the rock cycle and relate them to surface events (weathering and erosion) and sub-surface events (plate tectonics and mountain building).	**SE:** Module F: 38–40, 25, 26–29, 30–33, 34–37, 43–44, 99 **ScienceSaurus (Green Level, Grades 6-8):** 180 **Florida Statewide Science Assessment (FSSA) Review and Practice:** Grade 7 SE: 30-33 Grade 7 TE: 9 Grade 8 SE: 62-65 Grade 8 TE: 8
SC.7.E.6.3	Identify current methods for measuring the age of Earth and its parts, including the law of superposition and radioactive dating.	**SE:** Module F: 101–105, 106–108 **TE:** Module F: 74 **ScienceSaurus (Green Level, Grades 6-8):** 197 **Florida Statewide Science Assessment (FSSA) Review and Practice:** Grade 7 SE: 34-36 Grade 7 TE: 10
SC.7.E.6.4	Explain and give examples of how physical evidence supports scientific theories that Earth has evolved over geologic time due to natural processes.	**SE:** Module F: 74–75, 77–80, 118–121, 10–13, 14–16, 26, 28–29, 30–33, 34, 36–37, 48–51, 52–55, 56–59, 60–62, 81–82, 92, 122, 123–126, 128, 138 **TE:** Module F: 3M–3N, 95K–95L **ScienceSaurus (Green Level, Grades 6-8):** 195–196, 182

SC.7.E.6.5	Explore the scientific theory of plate tectonics by describing how the movement of Earth's crustal plates causes both slow and rapid changes in Earth's surface, including volcanic eruptions, earthquakes, and mountain building.	**SE:** Module F: 56–59, 60–62 **ScienceSaurus (Green Level, Grades 6-8):** 182–187
SC.7.E.6.6	Identify the impact that humans have had on Earth, such as deforestation, urbanization, desertification, erosion, air and water quality, changing the flow of water.	**SE:** Module G: 88–90, 105–108,150–153, 154–156, 157–161, 162–164, 185–189, 190–193, 195–196, 202–206, 239–240, 85, 170, 183–184, 214–215, 230–232, 233, 237 **TE:** Module F: 71; Module G: 125L, 179M–179N **ScienceSaurus (Green Level, Grades 6-8):** 341–343, 346–353
SC.7.E.6.7	Recognize that heat flow and movement of material within Earth causes earthquakes and volcanic eruptions, and creates mountains and ocean basins.	**SE:** Module F: 56–57, 62, 60, 73 **ScienceSaurus (Green Level, Grades 6-8):** 186–187
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.	**SE:** Module G: 186 **Florida Statewide Science Assessment (FSSA) Review and Practice:** Grade 7 SE: 3-7 Grade 7 TE: 3

SC.7.N.1.2	Differentiate replication (by others) from repetition (multiple trials).	**ScienceSaurus (Green Level, Grades 6-8):** 009, 014 **Florida Statewide Science Assessment (FSSA) Review and Practice:** Grade 7 SE: 8-11 Grade 7 TE: 4 Grade 8 SE: 26-29 Grade 8 TE: 22
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.	**ScienceSaurus (Green Level, Grades 6-8):** 002
SC.7.N.1.4	Identify test variables (independent variables) and outcome variables (dependent variables) in an experiment.	**SE:** Module F: 27 **TE:** Module F: 3D (Hands-On Lab) **ScienceSaurus (Green Level, Grades 6-8):** 008
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.	Representative Examples: **SE:** Module F: 63, 86, 110, 120, 132; Module G: 28–29, 241 **TE:** Module F: 52 **Florida Statewide Science Assessment (FSSA) Review and Practice:** Grade 7 SE: 12-15 Grade 7 TE: 5 Grade 8 SE: 30-34 Grade 8 TE: 23

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.	**Florida Statewide Science Assessment (FSSA) Review and Practice:** Grade 7 SE: 16-20 Grade 7 TE: 6
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:** Module F: 51
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:** Module F: 52 **ScienceSaurus (Green Level, Grades 6-8):** 013, 363
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:** Module F: 61 **ScienceSaurus (Green Level, Grades 6-8):** 002 **Florida Statewide Science Assessment (FSSA) Review and Practice:** Grade 7 SE: 23-24 Grade 7 TE: 7 Grade 8 SE: 39-42 Grade 8 TE: 25
SC.7.N.3.2	Identify the benefits and limitations of the use of scientific models.	**SE:** Module F: 14–15, 59, 102; Module G: 31, 110, 229, 241–242 **ScienceSaurus (Green Level, Grades 6-8):** 006, 013

SC.8.E.5.1	Recognize that there are enormous distances between objects in space and apply our knowledge of light and space travel to understand this distance.	**SE:** Module H: 114–115, 63, 65, 96, 113, 116 **TE:** Module H: 72, 95 **ScienceSaurus (Green Level, Grades 6-8):** 239–240, 245
SC.8.E.5.2	Recognize that the universe contains many billions of galaxies and that each galaxy contains many billions of stars.	**SE:** Module H: 113, 115–116 **ScienceSaurus (Green Level, Grades 6-8):** 244, 247
SC.8.E.5.3	Distinguish the hierarchical relationships between planets and other astronomical bodies relative to solar system, galaxy, and universe, including distance, size, and composition.	**SE:** Module H: 63–65, 75, 92–94, 97, 107, 109, 115 **ScienceSaurus (Green Level, Grades 6-8):** 238–243, 247 **Florida Statewide Science Assessment (FSSA) Review and Practice:** Grade 8 SE: 43–47 Grade 8 TE: 26
SC.8.E.5.4	Explore the Law of Universal Gravitation by explaining the role that gravity plays in the formation of planets, stars, and solar systems and in determining their motions.	**SE:** Module H: 63, 66–70, 71–76, 127, 129, 131, 134–135, 136–138, 144
SC.8.E.5.5	Describe and classify specific physical properties of stars: apparent magnitude (brightness), temperature (color), size, and luminosity (absolute brightness).	**ScienceSaurus (Green Level, Grades 6-8):** 245–246 **Florida State-wide Science Assessment (FSSA) Review and Practice:** Grade 8 SE: 4 Grade 8 TE: 27

SC.8.E.5.6	Create models of solar properties including: rotation, structure of the Sun, convection, sunspots, solar flares, and prominences.	**SE:** Module H: 71
SC.8.E.5.7	Compare and contrast the properties of objects in the Solar System including the Sun, planets, and moons to those of Earth, such as gravitational force, distance from the Sun, speed, movement, temperature, and atmospheric conditions.	**SE:** Module H: 63, 94, 97, 130 **ScienceSaurus (Green Level, Grades 6-8):** 238–240 **Florida Statewide Science Assessment (FSSA) Review and Practice:** Grade 8 SE: 53-56 Grade 8 TE: 28
SC.8.E.5.8	Compare various historical models of the Solar System, including geocentric and heliocentric.	**SE:** Module H: 86–87, 90 **TE:** Module H: 64 **ScienceSaurus (Green Level, Grades 6-8):** 234
SC.8.E.5.9	Explain the impact of objects in space on each other including:	**SE:** Module H: 30–32 **Florida Statewide Science Assessment (FSSA) Review and Practice:** Grade 8 SE: 62-65 Grade 8 TE: 29
SC.8.E.5.9a	the Sun on the Earth including seasons and gravitational attraction	**SE:** Module H: 34–38; 39–44, 66 **ScienceSaurus (Green Level, Grades 6-8):** 233–234

SC.8.E.5.9b	the Moon on the Earth, including phases, tides, and eclipses, and the relative position of each body	**SE:** Module H: 12–16, 17–22 **TE:** Module H: 3K–3L **ScienceSaurus (Green Level, Grades 6-8):** 235–237
SC.8.E.5.10	Assess how technology is essential to science for such purposes as access to outer space and other remote locations, sample collection, measurement, data collection and storage, computation, and communication of information.	**SE:** Module H: 66, 72–73, 91–92, 106, 111, 114, 116
SC.8.E.5.11	Identify and compare characteristics of the electromagnetic spectrum such as wavelength, frequency, use, and hazards and recognize its application to an understanding of planetary images and satellite photographs.	**SE:** Module H: 72
SC.8.E.5.12	Summarize the effects of space exploration on the economy and culture of Florida.	This standard is beyond the scope of *HMH Science Dimensions Grades 6 – 8* .

SC.8.N.1.1	Define a problem from the eighth grade curriculum using appropriate reference materials to support scientific understanding, plan and carry out scientific investigations of various types, such as systematic observations or experiments, identify variables, collect and organize data, interpret data in charts, tables, and graphics, analyze information, make predictions, and defend conclusions.	**SE:** Module H: 89–90 **ScienceSaurus (Green Level, Grades 6-8):** 019 **Florida Statewide Science Assessment (FSSA) Review and Practice:** Grade 8 SE**:** 21–25 Grade 8 TE: 21
SC.8.N.1.2	Design and conduct a study using repeated trials and replication.	**SE:** Module E: 31 **TE:** Module E: 31
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.	**TE:** Module H: 76, 87 **ScienceSaurus (Green Level, Grades 6-8):** 002, 015
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.	**TE:** Module H: 68, 89
SC.8.N.1.5	Analyze the methods used to develop a scientific explanation as seen in different fields of science.	**SE:** Module H: 71–74, 128

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.	**SE:** Module H: 72, 127 **TE:** Module H: 71–72, 85, 89 **ScienceSaurus (Green Level, Grades 6-8):** 002
SC.8.N.2.1	Distinguish between scientific and pseudoscientific ideas.	**ScienceSaurus (Green Level, Grades 6-8):** 232
SC.8.N.2.2	Discuss what characterizes science and its methods.	**SE:** Module H: 127 **TE:** Module H: 85 **ScienceSaurus (Green Level, Grades 6-8):** 002, 004–014, 017–018
SC.8.N.3.1	Select models useful in relating the results of their own investigations.	**SE:** Module H: 55–56, 63, 97 **TE:** Module H: 3L, 10, 21, 59M–59N **ScienceSaurus (Green Level, Grades 6-8):** 006, 013, 018
SC.8.N.3.2	Explain why theories may be modified but are rarely discarded.	**TE:** Module H: 76 **ScienceSaurus (Green Level, Grades 6-8):** 002
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.	This standard is beyond the scope of *HMH Science Dimensions Grades 6 – 8* .

SC.8.N.4.2	Explain how political, social, and economic concerns can affect science, and vice versa.	**ScienceSaurus (Green Level, Grades 6-8):** 365–368
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.	Representative Examples: **SE:** Module E: 6, 20, 21; Module F: 9, 11, 18, 19; Module G: 6, 22 **TE:** Module E: 5–6, 12, 25, 33, 38–39; Module F: 4–5, 7, 72; Module G: 5, 12, 18–19, 27; Module H: 6, 22, 36 **ScienceSaurus (Green Level, Grades 6-8):** 418

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.	Representative Examples: **SE:** Module E: 30–33, 94, Module F: 9, 32, 56, 82; Module G: 10; Module I: 49 **TE:** Module E: 89; Module F: 7; Module G: 19, 29, 32, 34, 39
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.	**TE:** Module E: 7; Module F: 26, 52, 72, 106; Module G: 81
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.	Representative Examples: **SE:** Module E: 62, 68, 74, 131; Module F: 86, 132; Module G: 66, 72, 92, 122; Module H: 24 **TE:** Module E: 19, 45, 77H, 84; Module F: 50, 53; Module G: 51, 54 **ScienceSaurus (Green Level, Grades 6-8):** 014–015
LAFS.6.SL.2.5	Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.	Representative Examples: **SE:** Module E: 62, 68, 131; Module F: 86; Module G: 66, 72, 92, 122; Module H: 24, 50, 73 **TE:** Module E: 19, 45, 77H, 94, 126; Module F: 53; Module G: 54, 102
LAFS.68.RST.1.1	Cite specific textual evidence to support analysis of science and technical texts.	Representative Examples: **SE:** Module E: 83, 112, 129; Module F: 62, 110; Module G: 82, 156, 164; Module H: 94, 134, 210 **TE:** Module E: 52, 91–92; Module F: 72, 105, 124; Module G: 35, 232
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.	Representative Examples: **TE:** Module E: 3K, 34, 77K, 93; Module F: 3M, 4B, 95K, 124; Module G: 75L; Module H: 118

LAFS.68.RST.1.3	Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.	Representative Examples: **SE:** Module E: 7, 53, 88, 105; Module F: 15, 27; Module G: 30, 109; Module H: 13–14, 18–19, 35, 88, 132 **ScienceSaurus (Green Level, Grades 6-8):** 022
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.	Representative Examples: **SE:** Module E: 17, 27, 60; Module F: 39; Module G: 7; Module H: 15, 62, 85, 134 **TE:** Module E: 14, 18, 36, 55; Module F: 28, 34, 135; Module G: 9, 34, 55, 139; Module H: 10, 63, 66, 84 **ScienceSaurus (Green Level, Grades 6-8):** 462–467, 468–524, 433
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 beyond the scope of *HMH Science Dimensions Grades 6 – 8* .
LAFS.68.RST.2.6	Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text.	This standard is beyond the scope of *HMH Science Dimensions Grades 6 – 8* .
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).	Representative Examples: **SE:** Module E: 103–105; Module F: 40; Module G: 20, 42, 209; Module H: 68, 85 **TE:** Module E: 13, 17, 34, 52, 85; Module F: 32, 35, 38, 95L, 99, 109; Module G: 40; Module H: 90
LAFS.68.RST.3.8	Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.	**SE:** Module F: 132; Module G: 184

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.	Representative Examples: **SE:** Module E: 26–27, 30–33; Module H: 14, 37; **TE:** Module E: 82, 89–90, 111; Module F: 7; Module G: 99, 104; Module H: 19, 42
LAFS.68.WHST.1.1	Write arguments focused on *discipline-specific content.* 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.	Representative Examples: **SE:** Module E: 10, 11, 21, 40, 65, 74, 97; Module F: 19, 42, 65, 83, 92; Module G: 16, 20, 23, 44; Module H: 16, 25, 72, 111 **TE:** Module E: 77L; Module F: 3N; Module G: 3L

LAFS.68.WHST.1.2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes. 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. b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Establish and maintain a formal style and objective tone. f. Provide a concluding statement or section that follows from and supports the information or explanation presented.	Representative Examples: **SE:** Module E: 29, 35, 37, 86; Module F: 73, 80, 81–82, 103, 110; Module G: 116, 122, 229; Module H: 31–32, 37, 73, 144; **TE:** Module E: 9, 13, 34; Module F: 53; Module G: 75L
LAFS.68.WHST.2.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	Representative Examples: **SE:** Module E: 64, 74; Module F: 53, 92, 132; Module G: 122, 176, 214; Module H: 37, 73, 130 **TE:** Module F: 57 ; Module G: 3L, 75L, 111; Module H: 3L

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:** Module E: 34
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.	**TE:** Module G: 75G–75L
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.	Representative Examples: **SE:** Module E: 42, 68, 73–74; Module F: 42, 64, 86, 92; Module G: 44, 66; Module H: 50 **TE:** Module E: 3K, 77K, 84; Module F: 3M, 71; Module G: 3K, 75K, 79–80; **ScienceSaurus (Green Level, Grades 6-8):** 019
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.	Representative Examples: **SE:** Module E: 68; Module F: 110; Module G: 66, 184; Module H: 150 **TE:** Module E: 3K, 77K, Module F: 3M, 95K; Module G: 193 **ScienceSaurus (Green Level, Grades 6-8):** 420–422, 424

LAFS.68.WHST.3.9	Draw evidence from informational texts to support analysis reflection, and research.	Representative Examples: **SE:** Module E: 18, 74; Module F: 9, 31, 33, 37, 108, 110; Module G: 83, 164; Module H: 130 TE: Module E: 3K, 52; Module F: 57, 95K; Module G: 3L, 10, 88, 154
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.	Representative Examples **SE:** Module E: 21, 43, 65, 137; Module F: 19, 43, 65, 80, 110, 111; Module G: 23, 45, 66; Module H: 25, 37, 47, 73, 130 **TE:** Module E: 17, 38; Module G: 3L, 75K–75L, 136
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:** Module E: 104–107 **ScienceSaurus (Green Level, Grades 6-8):** 009–012, 405–406

MAFS.6.SP.2.4	Display numerical data in plots on a number line, including dot plots, histograms, and box plots.	**ScienceSaurus (Green Level, Grades 6-8):** 392
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.	**ScienceSaurus (Green Level, Grades 6-8):** 015, 384
ELD.K12.ELL.SC.1	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Science.	Representative Examples: **SE:** Module E: 15, 20; Module F: 37; Module H: 22, 124 **TE:** Module E: 6, 26, 36; Module F: 7, 36, 89; Module G: 38, 79, 89; Module H: 34, 36 **ScienceSaurus (Green Level, Grades 6-8):** 014–015

ELD.K12.ELL.SI.1	English language learners communicate for social and instructional purposes within the school setting.	Representative Examples: **SE:** Module E: 15, 20; Module F: 37; Module G: 6, 50, 112; Module H: 22, 124 **TE:** Module E: 6, 26, 36, 101, Module F: 7, 12, 36, 89; Module G: 38, 79, 89; Module H: 36; Module I: 23; Module K: 12, 55
HE.6.C.1.3	Identify environmental factors that affect personal health.	**SE:** Module G: 66, 90, 195–196 **TE:** Module G: 205 **ScienceSaurus (Green Level, Grades 6-8):** 347–348, 350–353, 049, 370