



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

**HMH Science Dimensions Grades 6–8
©2018**

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

BID ID:	<u>3321</u>
SUBMISSION TITLE:	<u>HMH Science Dimensions Grades 6–8 ©2018</u>
GRADE LEVEL:	<u>6–8</u>
COURSE TITLE:	<u>M/J Life Science</u>
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BENCHMARK CODE	BENCHMARK	LESSONS WHERE STANDARD/BENCHMARK IS DIRECTLY ADDRESSED IN MAJOR TOOL (MOST IN-DEPTH COVERAGE LISTED FIRST) (Include the student edition and teacher edition with the page numbers of lesson, a link to lesson, or other identifier for easy lookup by reviewers.)
SC.6.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: Module B: 49–50, 53–55, 67 TE: Module B: 118 ScienceSaurus (Green Level, Grades 6-8): 082, 083–084 Florida Statewide Science Assessment (FSSA) Review and Practice: Grade 6 SE: 48–52 Grade 6 TE: 14 Grade 8 SE: 122–125 Grade 8 TE: 44

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

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: Module B: 6, 8–9 ScienceSaurus (Green Level, Grades 6-8): 076, 080–081 Florida Statewide Science Assessment (FSSA) Review and Practice: Grade 6 SE: 53–56 Grade 6 TE: 15 Grade 8 SE: 126–129 Grade 8 TE: 45
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.	SE: Module B: 20 ScienceSaurus (Green Level, Grades 6-8): 079–081, 105, 107, 330
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.	SE: Module B: 20–24 ScienceSaurus (Green Level, Grades 6-8): 077–078 Florida Statewide Science Assessment (FSSA) Review and Practice: Grade 6 SE: 57-60 Grade 6 TE: 16 Grade 8 SE: 130-133 Grade 8 TE: 46

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

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.	SE: Module B: 57, 84–86, 91–92, 119–120 TE: Module B: 90 ScienceSaurus (Green Level, Grades 6-8): 085–095, 098–101, 104 Florida Statewide Science Assessment (FSSA) Review and Practice: Grade 6 SE: 134–138 Grade 7 TE: 17 Grade 8 SE: 134–138 Grade 8 TE: 47
SC.6.L.14.6	Compare and contrast types of infectious agents that may infect the human body, including viruses, bacteria, fungi, and parasites.	TE: Module D: 170
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: Module B: 83 TE: Module D: 62 (optional online activity), 116 ScienceSaurus (Green Level, Grades 6-8): 150–163 Florida Statewide Science Assessment (FSSA) Review and Practice: Grade 6 SE: 65 Grade 6 TE: 18 Grade 8 SE: 139-142 Grade 8 TE: 48

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

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>This Benchmark is covered throughout the program. The following are some of the many examples:</p> <p>SE: Module B: 26–27, 91–92, 119–120</p> <p>TE: Module B: 3J–3L, 45M–45N</p> <p>ScienceSaurus (Green Level, Grades 6-8): 019</p> <p>Florida Statewide Science Assessment (FSSA) Review and Practice: Grade 6 SE: 3–6 Grade 6 TE: 3</p>
SC.6.N.1.2	Explain why scientific investigations should be replicable.	<p>ScienceSaurus (Green Level, Grades 6-8): 005, 009</p> <p>Florida Statewide Science Assessment (FSSA) Review and Practice: Grade 6 SE: 7-11 Grade 6 TE: 4</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.	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.	<p>SE: Module B: 108</p> <p>TE: Module B: 27</p> <p>ScienceSaurus (Green Level, Grades 6-8): 002, 014</p>
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 <i>HMH Science Dimensions Grades 6–8</i> .

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

SC.6.N.2.1	Distinguish science from other activities involving thought.	SE: Module A: 6 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.	SE: Module B: 32; Module D: 57–58 TE: Module B: 88; Module D: 34, 39 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 B: 31, 93–94, 135–136; Module D: 21, 125 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 D: 58 ScienceSaurus (Green Level, Grades 6-8): 002 Florida Statewide Science Assessment (FSSA) Review and Practice: Grade 6 SE: 15-18 Grade 6 TE: 6

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

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 D: 11–12, 24 TE: Module : 11–12, 24 ScienceSaurus (Green Level, Grades 6-8): 002
SC.6.N.3.3	Give several examples of scientific laws.	SE: Module D: 11–12, 24 TE: Module : 11–12, 24 ScienceSaurus (Green Level, Grades 6-8): 002
SC.6.N.3.4	Identify the role of models in the context of the sixth grade science benchmarks.	SE: Module A: 38–42; Module B: 25–28, 51 TE: Module A: 38–42; Module B: 40 ScienceSaurus (Green Level, Grades 6-8): 013, 002, 006
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: Module D: 30–33, 50–52, 58–59 TE: Module D: 102 ScienceSaurus (Green Level, Grades 6-8): 125–126 Florida Statewide Science Assessment (FSSA) Review and Practice: Grade 7 SE: 56-59 Grade 7 TE: 15
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: Module D: 99–104, 105–108, 87–88, 96, 98, 109–110, 116–120, 136, 143 TE: Module D: 75K–75L ScienceSaurus (Green Level, Grades 6-8): 127

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

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: Module D: 121–124 ScienceSaurus (Green Level, Grades 6-8): 128
SC.7.16.1	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: Module B: 128–131, 132–134, 31, 126–127; Module D: 48, 78–79, 83, 142, 160 ScienceSaurus (Green Level, Grades 6-8): 115–116, 121, 077, 078 Florida Statewide Science Assessment (FSSA) Review and Practice: Grade 7 SE: 60-63 Grade 7 TE: 7 Grade 8 SE: 147-150 Grade 8 TE: 50
SC.7.16.2	Determine the probabilities for genotype and phenotype combinations using Punnett Squares and pedigrees.	SE: Module B: 133–134, 148; Module D: 148 TE: Module B: 187 ScienceSaurus (Green Level, Grades 6-8): 123
SC.7.16.3	Compare and contrast the general processes of sexual reproduction requiring meiosis and asexual reproduction requiring mitosis.	SE: Module B: 143–144, 145, 147, 150, 151–152, 159–160, 162, 163–166, 178–181 TE: Module D: 86 ScienceSaurus (Green Level, Grades 6-8): 114, 080–081
SC.7.16.4	Recognize and explore the impact of biotechnology (cloning, genetic engineering, artificial selection) on the individual, society and the environment.	SE: Module B: 169, 172, 187; Module D: 142–146, 147–149, 150–152, 154, 160–165, 166–169, 170–172, 173–174, 104, 178, 183–184 TE: Module D: 139K–139L ScienceSaurus (Green Level, Grades 6-8): 120, 361

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

SC.7.17.1	Explain and illustrate the roles of and relationships among producers, consumers, and decomposers in the process of energy transfer in a food web.	SE: Module C: 12–13, 44–48, 9–10, 20, 51, 54 TE: Module C: 3H, 3K–3L, 178 ScienceSaurus (Green Level, Grades 6-8): 133–135, 137 Florida Statewide Science Assessment (FSSA) Review and Practice: Grade 7 SE: 64 Grade 7 TE: 17
SC.7.17.2	Compare and contrast the relationships among organisms such as mutualism, predation, parasitism, competition, and commensalism.	SE: Module C: 104–108, 109–111, 112–114, 115 TE: Module C: 67K ScienceSaurus (Green Level, Grades 6-8): 132 Florida Statewide Science Assessment (FSSA) Review and Practice: Grade 8 SE: 151-155 Grade 8 TE: 51
SC.7.17.3	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: Module C: 90–93, 98, 99, 155–159 TE: Module C: 67L ScienceSaurus (Green Level, Grades 6-8): 131

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

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>This Benchmark is covered throughout the program. The following are some of the many examples:</p> <p>SE: Module C: 15, 77, 91; Module D: 135–136</p> <p>TE: Module A: 77K–77L; Module C: 129I–129L</p> <p>Florida Statewide Science Assessment (FSSA) Review and Practice: Grade 7 SE: 3–7 Grade 7 TE: 3</p>
SC.7.N.1.2	Differentiate replication (by others) from repetition (multiple trials).	<p>ScienceSaurus (Green Level, Grades 6-8): 009, 014</p> <p>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</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: Module D: 174</p> <p>ScienceSaurus (Green Level, Grades 6-8): 002</p>
SC.7.N.1.4	Identify test variables (independent variables) and outcome variables (dependent variables) in an experiment.	<p>SE: Module B: 106</p> <p>ScienceSaurus (Green Level, Grades 6-8): 008</p>

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

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: Module C: 80; Module D: 12–14, 17–20, 28–30, 37, 49, 53, 125–126, 154, 162 TE: Module D: 105 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.	SE: Module C: 54; Module D: 57, 105 Florida Statewide Science Assessment (FSSA) Review and Practice: Grade 6 SE: 16-20 Grade 6 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 B: 31; Module D: 57, 105
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 B: 14, 31–32, 135; Module D: 21, 143 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.	ScienceSaurus (Green Level, Grades 6-8): 002 Florida Statewide Science Assessment (FSSA) Review and Practice: Grade 7 SE: 21-24 Grade 7 TE: 7 Grade 8 SE: 39-42 Grade 8 TE: 25

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

SC.7.N.3.2	Identify the benefits and limitations of the use of scientific models.	SE: Module A: 38–42; Module B: 25, 28 TE: Module A: 38–42; Module D: 82 ScienceSaurus (Green Level, Grades 6-8): 006, 013
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: Module C: 29–33, 36, 10, 12 ScienceSaurus (Green Level, Grades 6-8): 078–079
SC.8.L.18.2	Describe and investigate how cellular respiration breaks down food to provide energy and releases carbon dioxide.	SE: Module C: 34–36, 38 ScienceSaurus (Green Level, Grades 6-8): 079
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: Module A: 28; Module C: 52, 50 ScienceSaurus (Green Level, Grades 6-8): 138
SC.8.L.18.4	Cite evidence that living systems follow the Laws of Conservation of Mass and Energy.	SE: Module C: 17–18, 12–13, 26, 28, 35 TE: Module C: 4, 24, 50 ScienceSaurus (Green Level, Grades 6-8): 137 Florida Statewide Science Assessment (FSSA) Review and Practice: Grade 8 SE: 156-159 Grade 8 TE: 52

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

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>This Benchmark is covered throughout the program. The following are some of the many examples:</p> <p>SE: Module C: 15, 77, 91; Module D: 135–136</p> <p>TE: Module A: 77K–77L; Module C: 129I–129L</p> <p>Florida Statewide Science Assessment (FSSA) Review and Practice: Grade 8 SE: 21-25 Grade 8 TE: 21</p>
SC.8.N.1.2	Design and conduct a study using repeated trials and replication.	TE: Module A: 77L
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.	SE: Module C: 31, 91
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: Module A: 40, 62; Module B: 31–32</p> <p>TE: Module A: 40, 62; Module B: 31–32, 123N; Modules D: 34 (Connection to Nature of Science)</p>
SC.8.N.1.5	Analyze the methods used to develop a scientific explanation as seen in different fields of science.	<p>SE: Module A: 59–62</p> <p>TE: Module A: 59–62</p>

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

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 A: 59–62 TE: Module A: 59–62 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 A: 59–62 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 A: 39 TE: Module A: 34, 38; Module C: 3L ScienceSaurus (Green Level, Grades 6-8): 006, 013, 018
SC.8.N.3.2	Explain why theories may be modified but are rarely discarded.	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.	SE: Module C: 174, 184 TE: Module A: 100
SC.8.N.4.2	Explain how political, social, and economic concerns can affect science, and vice versa.	TE: Module A: 11–12 ScienceSaurus (Green Level, Grades 6-8): 365–368

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

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 C: 52; Module D: 58–59, 84–85, 107
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.	Representative Examples: TE: Module A: 57, 103; Module C: 51, 157; Module D: 88
LAFS.6.SL.1.1a	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.	Representative Examples: SE: Module B: 32, 82; Module C: 11, 104; Module D: 168 TE: Module A: 12, 36, 62; Module B: 15, 27, 29, 57, 95; Module C: 21, 89, 178; Module D: 18, 26, 33, 37, 40, 88, 99 ScienceSaurus (Green Level, Grades 6-8): 418
LAFS.6.SL.1.1b	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.	Representative Examples: SE: Module B: 32, 82; Module C: 11, 104; Module D: 168 TE: Module A: 12, 36, 62; Module B: 15, 27, 29, 57, 95; Module C: 21, 89, 178; Module D: 18, 26, 33, 37, 40, 88, 99 ScienceSaurus (Green Level, Grades 6-8): 418
LAFS.6.SL.1.1c	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.	Representative Examples: SE: Module B: 32, 82; Module C: 11, 104; Module D: 168 TE: Module A: 12, 36, 62; Module B: 15, 27, 29, 57, 95; Module C: 21, 89, 178; Module D: 18, 26, 33, 37, 40, 88, 99 ScienceSaurus (Green Level, Grades 6-8): 418

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

LAFS.6.SL.1.1d	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.	<p>Representative Examples:</p> <p>SE: Module B: 32, 82; Module C: 11, 104; Module D: 168</p> <p>TE: Module A: 12, 36, 62; Module B: 15, 27, 29, 57, 95; Module C: 21, 89, 178; Module D: 18, 26, 33, 37, 40, 88, 99</p> <p>ScienceSaurus (Green Level, Grades 6-8): 418</p>
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.	<p>Representative Examples:</p> <p>SE: Module A: 44, 68, 74, 130, 136; Module B: 14, 32, 36, 41–42; Module C: 38, 54, 58, 64; Module D: 22, 42, 66</p> <p>TE: Module B: 3J–3L, 27, 45M–45N ; Module D: 35, 55, 75L, 84</p> <p>ScienceSaurus (Green Level, Grades 6-8): 014–015</p>
LAFS.6.SL.2.5	Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.	<p>Representative Examples:</p> <p>SE: Module A: 44, 68, 130; Module B: 14, 36, 41–42; Module C: 54, 58, 64; Module D: 66</p> <p>TE: Module B: 3J–3L, 45M–45N ; Module D: 35, 55, 75L, 84</p>
LAFS.68.RST.1.1	Cite specific textual evidence to support analysis of science and technical texts.	<p>Representative Examples:</p> <p>SE: Module A: 13, 32; Module B: 72, 74, 77, 127, 144; Module C: 7, 18, 156; Module D: 14, 40, 60, 149, 172</p> <p>TE: Module A: 11; Module B: 110; Module C: 140</p>
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.	<p>Representative Examples:</p> <p>SE: Module A: 32; Module B: 9, 33, 94; Module C: 36, 52, 120, 156; Module D: 130</p> <p>TE: Module B: 13, 179; Module D: 52, 75K, 79, 139L, 143</p>
LAFS.68.RST.1.3	Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.	<p>Representative Examples:</p> <p>SE: Module B: 11–12, 26–27, 71, 107–108; Module C: 14–15, 30–31, 77; Module D: 38–39, 81–82, 100–101</p>

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

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 B: 8, 25, 50; Module C: 73, 76, 170; Module D: 160 TE: Module B: 16, 22–23, 31, 159; Module D: 11, 15, 32, 48, 54, 120
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 <i>HMH Science Dimensions Grades 6–8</i> .
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 <i>HMH Science Dimensions Grades 6–8</i> .
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 B: 82, 150; Module C: 72, 120; Module D: 72, 79, 83, 110 TE: Module A: 121; Module D: 8, 12, 31, 35, 49, 75L, 87
LAFS.68.RST.3.8	Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.	This standard is beyond the scope of <i>HMH Science Dimensions Grades 6–8</i> .
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: Module A: 62 TE: Module D: 99

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

LAFS.68.WHST.1.1	<p>Write arguments focused on discipline-specific content.</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>Representative Examples:</p> <p>SE: Module A: 13, 111, 127; Module B: 30, 72, 74, 104; Module C: 7, 81, 99, 141; Module D: 10, 23, 43, 55, 72</p> <p>TE: Module B: 3J–3L, 45M–45N, 123N; Module C: 67L; Module D: 3L, 75L</p>
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**2016-2017 STATE OF FLORIDA INSTRUCTIONAL MATERIALS ADOPTION
STANDARDS ALIGNMENT
COURSE STANDARDS/BENCHMARKS (Form IM7)**

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>Representative Examples:</p> <p>SE: Module B: 41–42, 55, 72, 89; Module C: 126, 190, 196; Module D: 90, 107, 136, 152, 178</p> <p>TE: Module B: 13, 57, 123M; Module C: 27</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>Representative Examples:</p> <p>SE: Module A: 11, 82, 86; Module B: 41–42; Module C: 64, 90, 120, 126; Module D: 62, 136, 184</p> <p>TE: Module B: 3L, 13, 45N; Module C: 49; Module D: 75L</p>

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

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 C: 141
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 D: 139H
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 A: 44, 68, 110; Module B: 9, 14, 30, 41–42, 76; Module C: 20, 64, 120; Module D: 42, 71 TE: Module A: 3K, 11, 52–53; Module B: 3K, 13–14, 32, 45M , 123M; Module C: 67K; Module D: 3K, 33, 46, 75K, 80
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 B: 76, 94; Module C: 120; Module D: 139, 178, 184 TE: Module A: 3K, 11, 99; Module B: 86, 89, 123M; Module C: 129K; Module D: 3K, 75K, 139K, 158
LAFS.68.WHST.3.9	Draw evidence from informational texts to support analysis reflection, and research.	Representative Examples: SE: Module A: 50; Module B: 120; Module C: 90, 114, 173; Module D: 40, 120, 123, 130, 136 TE: Module A: 84; Module B: 3K, 45M; Module C: 12, 35, 109, 129L; Module D: 3K

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

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 A: 23, 45, 93; Module B: 95, 111; Module C: 21, 39, 81, 90;
HE.6.C.1.8	Examine the likelihood of injury or illness if engaging in unhealthy/risky behaviors.	This standard is beyond the scope of <i>HMH Science Dimensions Grades 6–8</i> .
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 B: 26–27, 52, 73 TE: Module B: 67, 84, 106 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.	SE: Module B: 149 TE: Module B: 57 ScienceSaurus (Green Level, Grades 6-8): 392

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

MAFS.6.SP.2.5	Summarize numerical data sets in relation to their context, such as by:	SE: Module B: 134, 146, 148–149; Module D: 97, 108, 123 ScienceSaurus (Green Level, Grades 6-8): 015, 384
MAFS.6.SP.2.5a	Reporting the number of observations.	SE: Module B: 134, 146, 148–149; Module D: 97, 108, 123 ScienceSaurus (Green Level, Grades 6-8): 015, 384
MAFS.6.SP.2.5b	Describing the nature of the attribute under investigation, including how it was measured and its units of measurement.	SE: Module B: 134, 146, 148–149; Module D: 97, 108, 123 ScienceSaurus (Green Level, Grades 6-8): 015, 384
MAFS.6.SP.2.5c	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.	SE: Module B: 134, 146, 148–149; Module D: 97, 108, 123 ScienceSaurus (Green Level, Grades 6-8): 015, 384
MAFS.6.SP.2.5d	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: Module B: 134, 146, 148–149; Module D: 97, 108, 123 ScienceSaurus (Green Level, Grades 6-8): 015, 384
HE.7.C.1.3	Analyze how environmental factors affect personal health.	SE: Module B: 36 TE: Module B: 3L ScienceSaurus (Green Level, Grades 6-8): 346–348, 350–353, 370

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

HE.7.C.1.7	Describe how heredity can affect personal health.	SE: Module D: 170–171
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 A: 8; Module B: 8, 14, 41–42; Module C: 17, 104 TE: Module B: 15, 27, 46, 80, 149; Module C: 69; Module D: 13, 27, 99
ELD.K12.ELL.SI.1	English language learners communicate for social and instructional purposes within the school setting.	Representative Examples: SE: Module A: 8; Module B: 8, 14, 41–42; Module C: 11, 17, 104; TE: Module A: 36, 79; Module B: 15, 27, 46, 80, 83, 149; Module C: 69; Module D: 13, 27, 99