



Correlation to the  
Florida Course Description for  
M/J Physical Science  
Course Code 2003010

**HMH Science Dimensions Grades 6–8**  
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2016-2017 STATE OF FLORIDA INSTRUCTIONAL MATERIALS ADOPTION  
STANDARDS ALIGNMENT  
COURSE STANDARDS/BENCHMARKS (Form IM7)

BID ID:	<u>3318</u>
SUBMISSION TITLE:	<u>HMH Science Dimensions ©2018</u>
GRADE LEVEL:	<u>6–8</u>
COURSE TITLE:	<u>M/J Physical Science</u>
COURSE CODE:	<u>2003010</u>
ISBN:	<u>9781328993342'</u>
PUBLISHER:	<u>Houghton Mifflin Harcourt</u>
PUBLISHER ID:	<u>04145603001</u>

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.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.	<b>SE:</b> Module K: 37, 99  <b>TE:</b> Module K: 53, 91–92  <b>ScienceSaurus (Green Level, Grades 6-8):</b> 019  <b>Florida Statewide Science Assessment (FSSA) Review and Practice:</b> Grade 6 SE: 3-6 Grade 6 TE: 3
SC.6.N.1.2	Explain why scientific investigations should be replicable.	<b>ScienceSaurus (Green Level, Grades 6-8):</b> 005, 009  <b>Florida Statewide Science Assessment (FSSA) Review and Practice:</b> Grade 6 SE: 7-11 Grade 6 TE: 4

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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.	<b>ScienceSaurus (Green Level, Grades 6-8):</b> 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.	<b>SE:</b> Module I: 101 <b>ScienceSaurus (Green Level, Grades 6-8):</b> 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 <i>HMH Science Dimensions Grades 6–8</i> .
SC.6.N.2.1	Distinguish science from other activities involving thought.	<b>ScienceSaurus (Green Level, Grades 6-8):</b> 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.	<b>SE:</b> Module K: 140  <b>ScienceSaurus (Green Level, Grades 6-8):</b> 002  <b>Florida Statewide Science Assessment (FSSA) Review and Practice:</b> 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.	<b>ScienceSaurus (Green Level, Grades 6-8):</b> 440–449, 450–461

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SC.6.N.3.1	Recognize and explain that a scientific theory is a well-supported and widely accepted explanation of nature and is not simply a claim posed by an individual. Thus, the use of the term theory in science is very different than how it is used in everyday life.	<b>ScienceSaurus (Green Level, Grades 6-8): 002</b>  <b>Florida Statewide Science Assessment (FSSA) Review and Practice:</b> 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.	<b>TE: Module J: 143</b>  <b>ScienceSaurus (Green Level, Grades 6-8): 002</b>
SC.6.N.3.3	Give several examples of scientific laws.	<b>SE: Module J: 143; Module I: 76, 85</b>  <b>TE: Module J: 143; Module I: 76, 85</b>  <b>ScienceSaurus (Green Level, Grades 6-8): 002</b>
SC.6.N.3.4	Identify the role of models in the context of the sixth grade science benchmarks.	<b>SE: Module I: 114–116; Module J: 140–146</b>  <b>TE: Module I: 114–116; Module J: 140–146</b>  <b>ScienceSaurus (Green Level, Grades 6-8): 013, 002, 006</b>

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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.	<b>SE:</b> Module I: 23–26, 27–30, 32–36, 44–48, 8–11, 12, 14–15, 74–79, 80–84, 85–88, 89–90 , 114–116, 117–120  <b>TE:</b> Module I: 3K  <b>ScienceSaurus (Green Level, Grades 6-8):</b> 300  <b>Florida Statewide Science Assessment (FSSA) Review and Practice:</b> Grade 6 SE: 36-39 Grade 6 TE: 11
SC.6.P.12.1	Measure and graph distance versus time for an object moving at a constant speed. Interpret this relationship.	<b>SE:</b> Module K: 48  <b>Florida Statewide Science Assessment (FSSA) Review and Practice:</b> Grade 6 SE: 40-43 Grade 6 TE: 12
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.	<b>SE:</b> Module K: 12–15, 98–103, 118–124, 7–8, 10–11, 26, 28–31, 32–35, 36–38, 45, 132–139, 155–158, 159–162  <b>TE:</b> Module K: 3M, 4  <b>ScienceSaurus (Green Level, Grades 6-8):</b> 275–279  <b>Florida Statewide Science Assessment (FSSA) Review and Practice:</b> Grade 6 SE: 44-47 Grade 6 TE: 13 Grade 8 SE: 115-117 Grade 8 TE: 8
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.	<b>SE:</b> Module K: 26–31  <b>ScienceSaurus (Green Level, Grades 6-8):</b> 276, 018

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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.	<b>SE:</b> Module K: 7–8, 51–54, 11, 12–14, 16–18, 55–59, 71–72  <b>TE:</b> Module K: 3M, 4  <b>ScienceSaurus (Green Level, Grades 6-8):</b> 282, 275
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.	<b>SE:</b> Module I: 35–36, 100–101, 138; Module L: 14  <b>TE:</b> Module I: 71K  <b>Florida Statewide Science Assessment (FSSA) Review and Practice:</b> Grade 7 SE: 3-7 Grade 7 TE: 3
SC.7.N.1.2	Differentiate replication (by others) from repetition (multiple trials).	<b>ScienceSaurus (Green Level, Grades 6-8):</b> 009, 014  <b>Florida Statewide Science Assessment (FSSA) Review and Practice:</b> 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.	<b>ScienceSaurus (Green Level, Grades 6-8):</b> 002

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SC.7.N.1.4	Identify test variables (independent variables) and outcome variables (dependent variables) in an experiment.	<b>SE:</b> Module I: 100  <b>ScienceSaurus (Green Level, Grades 6-8):</b> 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.	<b>Florida Statewide Science Assessment (FSSA) Review and Practice:</b> 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.	<b>Florida Statewide Science Assessment (FSSA) Review and Practice:</b> Grade 7 SE: 16-20 Grade 7 TE: 7
SC.7.N.1.7	Explain that scientific knowledge is the result of a great deal of debate and confirmation within the science community.	This standard is beyond the scope of <i>HMH Science Dimensions Grades 6–8</i> .
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.	<b>ScienceSaurus (Green Level, Grades 6-8):</b> 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.	<b>TE:</b> Module J: 143  <b>ScienceSaurus (Green Level, Grades 6-8):</b> 002  <b>Florida Statewide Science Assessment (FSSA) Review and Practice:</b> Grade 7 SE: 21-24 Grade 7 TE: 7 Grade 8 SE: 39-42 Grade 8 TE: 25

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SC.7.N.3.2	Identify the benefits and limitations of the use of scientific models.	<b>SE:</b> Module L: 16  <b>TE:</b> Module L: 52  <b>ScienceSaurus (Green Level, Grades 6-8):</b> 006, 013
SC.7.P.10.1	Illustrate that the sun's energy arrives as radiation with a wide range of wavelengths, including infrared, visible, and ultraviolet, and that white light is made up of a spectrum of many different colors.	<b>SE:</b> Module L: 42–43, 48, 47, 70–71  <b>ScienceSaurus (Green Level, Grades 6-8):</b> 309  <b>Florida Statewide Science Assessment (FSSA) Review and Practice:</b> TE7: 11, SE7: 37–41; TE8: 38, SE8: 98–101
SC.7.P.10.2	Observe and explain that light can be reflected, refracted, and/or absorbed.	<b>SE:</b> Module I: 118; Module L: 63–69, 49–50, 55–56, 72–74, 75–76, 150  <b>TE:</b> Module I: 71K  <b>ScienceSaurus (Green Level, Grades 6-8):</b> 311  <b>Florida Statewide Science Assessment (FSSA) Review and Practice:</b> Grade 7 SE: 42-45 Grade 7 TE: 12
SC.7.P.10.3	Recognize that light waves, sound waves, and other waves move at different speeds in different materials.	<b>SE:</b> Module L: 44, 27, 66  <b>TE:</b> Module L: 3P  <b>ScienceSaurus (Green Level, Grades 6-8):</b> 311, 312  <b>Florida Statewide Science Assessment (FSSA) Review and Practice:</b> Grade 8 SE: 102-105 Grade 8 TE: 39



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SC.7.P.11.1	Recognize that adding heat to or removing heat from a system may result in a temperature change and possibly a change of state.	<b>SE:</b> Module I: 96–97, 99, 104–105, 114, 117–120  <b>ScienceSaurus (Green Level, Grades 6-8):</b> 254, 303–304  <b>Florida Statewide Science Assessment (FSSA) Review and Practice:</b> Grade 7 SE: 46-50 Grade 7 TE: 13
SC.7.P.11.2	Investigate and describe the transformation of energy from one form to another.	<b>SE:</b> Module I: 33–36, 44–48, 85–88, 8, 11, 12–16, 17–18, 38, 62, 67–68, 89–90, 103  <b>Florida Statewide Science Assessment (FSSA) Review and Practice:</b> Grade 7 SE: 51-55 Grade 7 TE: 14 Grade 8 SE: 106-110 Grade 8 TE: 40
SC.7.P.11.3	Cite evidence to explain that energy cannot be created nor destroyed, only changed from one form to another.	<b>SE:</b> Module I: 34, 18, 32, 87, 97, 114  <b>ScienceSaurus (Green Level, Grades 6-8):</b> 300
SC.7.P.11.4	Observe and describe that heat flows in predictable ways, moving from warmer objects to cooler ones until they reach the same temperature.	<b>SE:</b> Module I: 96–97, 104–105, 115–116, 138  <b>TE:</b> Module I: 71L  <b>ScienceSaurus (Green Level, Grades 6-8):</b> 302–303

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SC.8.N.1.1	Define a problem from the eighth grade curriculum using appropriate reference materials to support scientific understanding, plan and carry out scientific investigations of various types, such as systematic observations or experiments, identify variables, collect and organize data, interpret data in charts, tables, and graphics, analyze information, make predictions, and defend conclusions.	<b>TE:</b> Module J: 115L  <b>ScienceSaurus (Green Level, Grades 6-8):</b> 019  <b>Florida Statewide Science Assessment (FSSA) Review and Practice:</b> Grade 8 SE: 21-25 Grade 8 TE: 21
SC.8.N.1.2	Design and conduct a study using repeated trials and replication.	<b>TE:</b> Module J: 115L
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.	<b>ScienceSaurus (Green Level, Grades 6-8):</b> 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.	This standard is beyond the scope of <i>HMH Science Dimensions Grades 6–8</i> .
SC.8.N.1.5	Analyze the methods used to develop a scientific explanation as seen in different fields of science.	This standard is beyond the scope of <i>HMH Science Dimensions Grades 6–8</i> .

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SC.8.N.1.6	Understand that scientific investigations involve the collection of relevant empirical evidence, the use of logical reasoning, and the application of imagination in devising hypotheses, predictions, explanations and models to make sense of the collected evidence.	<b>ScienceSaurus (Green Level, Grades 6-8):</b> 002
SC.8.N.2.1	Distinguish between scientific and pseudoscientific ideas.	<b>ScienceSaurus (Green Level, Grades 6-8):</b> 232
SC.8.N.2.2	Discuss what characterizes science and its methods.	<b>ScienceSaurus (Green Level, Grades 6-8):</b> 002, 004–014, 017–018
SC.8.N.3.1	Select models useful in relating the results of their own investigations.	<b>SE:</b> Module J: 68  <b>TE:</b> Module J: 3K, 71L  <b>ScienceSaurus (Green Level, Grades 6-8):</b> 006, 013, 018
SC.8.N.3.2	Explain why theories may be modified but are rarely discarded.	<b>ScienceSaurus (Green Level, Grades 6-8):</b> 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.	<b>SE:</b> Module I: 37–38  <b>TE:</b> Module I: 37–38
SC.8.N.4.2	Explain how political, social, and economic concerns can affect science, and vice versa.	<b>SE:</b> Module I: 37–38  <b>TE:</b> Module I: 37–38  <b>ScienceSaurus (Green Level, Grades 6-8):</b> 365–368

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SC.8.P.8.1	Explore the scientific theory of atoms (also known as atomic theory) by using models to explain the motion of particles in solids, liquids, and gases.	<b>SE:</b> Module J: 77–80, 91–92, 96–97, 100  <b>TE:</b> Module J: 88  <b>ScienceSaurus (Green Level, Grades 6-8):</b> 253
SC.8.P.8.2	Differentiate between weight and mass recognizing that weight is the amount of gravitational pull on an object and is distinct from, though proportional to, mass.	<b>SE:</b> Module J: 7–9  <b>ScienceSaurus (Green Level, Grades 6-8):</b> 276
SC.8.P.8.3	Explore and describe the densities of various materials through measurement of their masses and volumes.	<b>SE: Module J:</b> 11–13, 25–26  <b>ScienceSaurus (Green Level, Grades 6-8):</b> 068
SC.8.P.8.4	Classify and compare substances on the basis of characteristic physical properties that can be demonstrated or measured; for example, density, thermal or electrical conductivity, solubility, magnetic properties, melting and boiling points, and know that these properties are independent of the amount of the sample.	<b>SE:</b> Module J: 15, 27, 52–55, 120, 118–119, 184–185  <b>ScienceSaurus (Green Level, Grades 6-8):</b> 251  <b>Florida Statewide Science Assessment (FSSA) Review and Practice:</b> Grade 8 SE: 85-89 Grade 8 TE: 35
SC.8.P.8.5	Recognize that there are a finite number of elements and that their atoms combine in a multitude of ways to produce compounds that make up all of the living and nonliving things that we encounter.	<b>SE:</b> Module J: 43–45, 24, 46–51, 52–55  <b>TE:</b> Module J: 3K  <b>ScienceSaurus (Green Level, Grades 6-8):</b> 260  <b>Florida Statewide Science Assessment (FSSA) Review and Practice:</b> Grade 8 SE: 90-93 Grade 8 TE: 8

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SC.8.P.8.6	Recognize that elements are grouped in the periodic table according to similarities of their properties.	<b>SE:</b> Module J: 30–33, 35–36  <b>ScienceSaurus (Green Level, Grades 6-8):</b> 265
SC.8.P.8.7	Explore the scientific theory of atoms (also known as atomic theory) by recognizing that atoms are the smallest unit of an element and are composed of subatomic particles (electrons surrounding a nucleus containing protons and neutrons).	<b>SE:</b> Module J: 27  <b>ScienceSaurus (Green Level, Grades 6-8):</b> 255–256
SC.8.P.8.8	Identify basic examples of and compare and classify the properties of compounds, including acids, bases, and salts.	<b>SE:</b> Module J: 43  <b>ScienceSaurus (Green Level, Grades 6-8):</b> 264
SC.8.P.8.9	Distinguish among mixtures (including solutions) and pure substances.	<b>SE:</b> Module J: 42–45, 52, 57–58, 186, 189, 193  <b>TE:</b> Module J: 24, 136  <b>ScienceSaurus (Green Level, Grades 6-8):</b> 271
SC.8.P.9.1	Explore the Law of Conservation of Mass by demonstrating and concluding that mass is conserved when substances undergo physical and chemical changes.	<b>SE:</b> Module J: 143–146, 122, 137–142, 147–148  <b>TE:</b> Module J: 115M  <b>ScienceSaurus (Green Level, Grades 6-8):</b> 270

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SC.8.P.9.2	Differentiate between physical changes and chemical changes.	<b>SE:</b> Module J: 121–123, 16, 119, 193  <b>ScienceSaurus (Green Level, Grades 6-8):</b> 252  <b>Florida Statewide Science Assessment (FSSA) Review and Practice:</b> Grade 8 SE: 94-97 Grade 8 TE: 37
SC.8.P.9.3	Investigate and describe how temperature influences chemical changes.	<b>SE:</b> Module J: 160, 167–168
LAFS.68.RST.1.1	Cite specific textual evidence to support analysis of science and technical texts.	Representative Examples: <b>SE:</b> Module I: 123; Module K: 79; Module L: 45, 56  <b>TE:</b> Module L: 70, 109
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: <b>SE:</b> Module L: 135  <b>TE:</b> Module J: 98; Module L: 89K
LAFS.68.RST.1.3	Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.	Representative Examples: <b>SE:</b> Module I: 81, 101, 118, 125; Module J: 12–13, 25–26, 141, 161, 163–164; Module K: 29, 34, 56, 100; Module L: 14
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: <b>SE:</b> Module I: 8; Module J: 14; Module K: 6, 27; Module L: 11, 109  <b>TE:</b> Module I: 6, 33, 45, 78; Module K: 17; Module L: 49

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LAFS.68.RST.2.5	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic.	This standard is 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: <b>SE:</b> Module I: 30, 34, 123, Module J: 16, 30, 51; Module K: 12; Module L: 28, 56, 64 <b>TE:</b> Module I: 26; Module J: 11, 45; Module L: 69
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.	Representative Examples: <b>SE:</b> Module L: 10–11, 52–54, 101–102 <b>TE:</b> Module I: 43, 82; Module K: 4–5, 73; Module L: 97, 117
LAFS.68.RST.4.10	By the end of grade 8, read and comprehend science/technical texts in the grades 6–8 text complexity band independently and proficiently.	Representative Examples: <b>SE:</b> Module I: 4–21; Module J: 4–21; Module K: 148–167; Module L: 4–21

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LAFS.68.WHST.1.1	<p>Write arguments focused on <i>discipline-specific content</i>.</p> <p>a. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.</p> <p>b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.</p> <p>c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.</p> <p>d. Establish and maintain a formal style.</p> <p>e. Provide a concluding statement or section that follows from and supports the argument presented.</p>	<p>Representative Examples:</p> <p><b>SE:</b> Module I: 38, 39, 91, 131; Module K: 8, 14, 20, 31; Module L: 9, 45, 57</p> <p><b>TE:</b> Module I: 75; Module K: 9, 28; Module L: 128</p>
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LAFS.68.WHST.1.2	<p>Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <p>a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</p> <p>b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.</p> <p>c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</p> <p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>e. Establish and maintain a formal style and objective tone.</p> <p>f. Provide a concluding statement or section that follows from and supports the information or explanation presented.</p>	<p>Representative Examples:</p> <p><b>SE:</b> Module I: 16, 36, 38, 62, 68; Module J: 68, 102; Module K: 18, 61, 82; Module L: 80</p> <p><b>TE:</b> Module I: 71K</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><b>SE:</b> Module I: 56, 68; Module K: 20, 26, 92; Module L: 45, 80</p> <p><b>TE:</b> Module I: 3H; Module K: 95J</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.	<b>SE:</b> Module K: 3I–3L <b>TE:</b> Module K: 3I–3L
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.	<b>SE:</b> Module K: 3I–3L <b>TE:</b> Module K: 3I–3L
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: <b>SE:</b> Module I: 38, 62, 67; Module K: 86, 92; Module L: 80, 86, 144, 150 <b>TE:</b> Module I: 71K, 105, 121; Module K: 3M, 72, 95M; Module L: 89K
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: <b>SE:</b> Module J: 198; Module L: 86 <b>TE:</b> Module J: 3K, 71K, 115K, 181K; Module K: 3M, 28, 52
LAFS.68.WHST.3.9	Draw evidence from informational texts to support analysis reflection, and research.	Representative Examples: <b>SE:</b> Module I: 16, 30, 120, 126; Module K: 11, 13, 31, 62, 72; Module L: 68, 86, 96, 113 <b>TE:</b> Module I: 75; Module L: 128

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LAFS.68.WHST.4.10	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	Representative Examples: <b>SE:</b> Module I: 129, 130; Module K: 20, 21, 41, 83; Module L: 37, 77, 80
LAFS.8.SL.1.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others’ ideas and expressing their own clearly. a. Come to discussions prepared, having read or researched material under study; 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 and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. c. Pose questions that connect the ideas of several speakers and respond to others’ questions and comments with relevant evidence, observations, and ideas. d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.	Representative Examples: <b>SE:</b> Module I: 58; Module K: 9, 12, 20, 35, 46; Module L: 13, 25, 36, 51  <b>TE:</b> Module I: 5, 33, 52, 76; Module L: 6–7, 31, 32

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LAFS.8.SL.1.2	Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.	This standard is beyond the scope of <i>HMH Science Dimensions Grades 6–8</i> .
LAFS.8.SL.1.3	Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced	Representative Examples: <b>TE:</b> Module I: 76; Module J: 123, 229; Module K: 152; Module L: 31, 45, 117, 129
LAFS.8.SL.2.4	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.	Representative Examples: <b>SE:</b> Module I: 62, 68; Module K: 20, 40, 86; Module L: 25, 80, 86, 144  <b>TE:</b> Module I: 13, 45, 71L; Module K: 3N; Module L: 6
LAFS.8.SL.2.5	Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.	Representative Examples: <b>SE:</b> Module I: 62; Module K: 40, 86; Module L: 25, 80, 86, 144  <b>TE:</b> Module I: 10, 13, 45, Module K: 3N; Module L: 6, 45

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MAFS.6.SP.2.5	Summarize numerical data sets in relation to their context, such as by: a. Reporting the number of observations. b. Describing the nature of the attribute under investigation, including how it was measured and its units of measurement. c. Giving quantitative measures of center (median and/or mean) and variability (interquartile range and/or mean absolute deviation), as well as describing any overall pattern and any striking deviations from the overall pattern with reference to the context in which the data were gathered. d. Relating the choice of measures of center and variability to the shape of the data distribution and the context in which the data were gathered.	ScienceSaurus (Green Level, Grades 6-8): 015, 384
MAFS.7.SP.2.4	Use measures of center and measures of variability for numerical data from random samples to draw informal comparative inferences about two populations. For example, decide whether the words in a chapter of a seventh-grade science book are generally longer than the words in a chapter of a fourth-grade science book.	This standard is beyond the scope of <i>HMH Science Dimensions Grades 6–8</i> .

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MAFS.7.SP.3.5	Understand that the probability of a chance event is a number between 0 and 1 that expresses the likelihood of the event occurring. Larger numbers indicate greater likelihood. A probability near 0 indicates an unlikely event, a probability around 1/2 indicates an event that is neither unlikely nor likely, and a probability near 1 indicates a likely event.	This standard is beyond the scope of <i>HMH Science Dimensions Grades 6–8</i> .
MAFS.8.F.2.5	Describe qualitatively the functional relationship between two quantities by analyzing a graph (e.g., where the function is increasing or decreasing, linear or nonlinear). Sketch a graph that exhibits the qualitative features of a function that has been described verbally.	<b>SE:</b> Module L: 30, 51  <b>ScienceSaurus (Green Level, Grades 6-8):</b> 399
MAFS.8.G.3.9	Know the formulas for the volumes of cones, cylinders, and spheres and use them to solve real-world and mathematical problems.	This standard is beyond the scope of <i>HMH Science Dimensions Grades 6–8</i> .
ELD.K12.ELL.SC.1	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Science.	<b>SE:</b> Module I: 46; Module L: 13  <b>TE:</b> Module I: 23, Module K: 12, 55; Module L: 7, 32
ELD.K12.ELL.SI.1	English language learners communicate for social and instructional purposes within the school setting.	<b>SE:</b> Module I: 46; Module L: 13  <b>TE:</b> Module I: 23; Module K: 12, 55; Module L: 7, 32