



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

HMH Science Dimensions Grades 6–8
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STANDARDS ALIGNMENT
COURSE STANDARDS/BENCHMARKS (Form IM7)

BID ID:	<u>3310</u>
SUBMISSION TITLE:	<u>HMH Science Dimensions Grade 6–8 © 2018</u>
GRADE LEVEL:	<u>6–8</u>
COURSE TITLE:	<u>M/J Comprehensive Science 1</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.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: TE: 7, SE: 19–23
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

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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; Module I: 105–106, 118 TE: Module E: 3J–3K ScienceSaurus (Green Level, Grades 6-8): 304 Florida Statewide Science Assessment (FSSA) Review and Practice: TE: 8, SE: 24–26
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: TE: 9, SE: 27–30
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: TE: 10, SE: 31–35

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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.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: 118 ScienceSaurus (Green Level, Grades 6-8): 082, 083–084 Florida Statewide Science Assessment (FSSA) Review and Practice: TE: 14, SE: 48–52

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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: TE: 15, SE: 53–56
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: TE: 16, SE: 57–60
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: TE: 17, SE: 61–64
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

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SC.6.L.15.1	Analyze and describe how and why organisms are classified according to shared characteristics with emphasis on the Linnaean system combined with the concept of Domains.	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: TE: 18, SE: 65
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 B: 26–27, 91–92, 119–120; Module E: 31, 145–146; Module F: 137; Module G: 58–59, 71–72; Module K: 37, 99 TE: Module B: 3J–3L, 45M–45N; Module K: 53, 91–92 Florida Statewide Science Assessment (FSSA) Review and Practice: TE: 3, SE: 3–6
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: TE: 4, SE: 7–11
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

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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 B: 108; Module F: 18; Module I: 101 TE: Module B: 27 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 <i>HMH Science Dimensions Grades 6–8</i> .
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.	SE: Module B: 32; Module D: 57–58; Module K: 140 TE: Module B: 88; Module D: 34, 39; Module F: 51, 122 ScienceSaurus (Green Level, Grades 6-8): 002 Florida Statewide Science Assessment (FSSA) Review and Practice: TE: 5, SE: 12–14
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; 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

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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.	TE: Module D: 58; Module F: 51, 62 ScienceSaurus (Green Level, Grades 6-8): 002 Florida Statewide Science Assessment (FSSA) Review and Practice: TE: 6, SE: 15–18
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.	ScienceSaurus (Green Level, Grades 6-8): 002
SC.6.N.3.3	Give several examples of scientific laws.	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 B: 25–28, 51; Module E: 102–104; Module F: 14, 61; Module G: 242 TE: Module B: 40; Module E: 26, 37 ScienceSaurus (Green Level, Grades 6-8): 013, 002, 006
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.	SE: 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 TE: Module I: 3K ScienceSaurus (Green Level, Grades 6-8): 300 Florida Statewide Science Assessment (FSSA) Review and Practice: TE: 11, SE: 36–39

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SC.6.P.12.1	Measure and graph distance versus time for an object moving at a constant speed. Interpret this relationship.	SE: Module K: 48 Florida Statewide Science Assessment (FSSA) Review and Practice: TE: 12, SE: 40–43
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.	SE: 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 TE: Module K: 3M, 4 ScienceSaurus (Green Level, Grades 6-8): 275–279, Florida Statewide Science Assessment (FSSA) Review and Practice: TE: 13, SE: 44–47
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.	SE: Module K: 26–31 ScienceSaurus (Green Level, Grades 6-8): 276, 018
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.	SE: Module K: 7–8, 51–54, 11, 12–14, 16–18, 55–59, 71–72 TE: Module K: 3M, 4 ScienceSaurus (Green Level, Grades 6-8): 282, 275

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LAFS.6.SL.1.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others’ ideas and expressing their own clearly. a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.	Representative Examples: SE: Module B: 32, 82; Module D: 168; Module E: 6, 20, 21; Module F: 9, 11, 18, 19; Module G: 6, 22; Module I: 58; Module K: 9, 12, 20, 35, 46 TE: Module B: 15, 27, 29, 57, 95; Module D: 18, 26, 33, 37, 40, 88, 99; Module E: 5–6, 12, 25, 33, 38–39; Module F: 4–5, 7, 72; Module G: 5, 12, 18–19, 27; Module I: 5, 33, 52, 76
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 D: 58–59, 84–85; 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; Module I: 6; Module K: 53

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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 D: 88; Module E: 7; Module F: 26, 52, 72, 106; Module G: 81; Module I: 76; Module K: 152
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 B: 14, 32, 36, 41–42; Module D: 22, 42, 66; Module E: 62, 68, 74, 131; Module F: 86, 132; Module G: 66, 72, 92, 122; Module I: 62, 68; Module K: 20, 40, 86 TE: Module B: 3J–3L, 27, 45M–45N ; Module D: 35, 55, 75L, 84; Module E: 19, 45, 77H, 84; Module F: 50, 53; Module G: 51, 54; Module I: 13, 45, 71L; Module K: 3N
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 B: 14, 36, 41–42; Module D: 66; Module E: 62, 68, 131; Module F: 86; Module G: 66, 72, 92, 122; Module I: 62; Module K: 40, 86 TE: Module B: 3J–3L, 45M–45N ; Module D: 35, 55, 75L, 84; Module E: 19, 45, 77H, 94, 126; Module F: 53; Module G: 54, 102; Module I: 10, 13, 45, Module K: 3N
LAFS.68.RST.1.1	Cite specific textual evidence to support analysis of science and technical texts.	Representative Examples: SE: Module B: 72, 74, 77, 127, 144; Module D: 14, 40, 60, 149, 172; Module E: 83, 112, 129; Module F: 62, 110; Module G: 82, 156, 164; Module I: 123; Module K: 79 TE: Module B: 110; 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: SE: Module B: 9, 33, 94; Module D: 130 TE: Module B: 13, 179; Module D: 52, 75K, 79, 139L, 143; Module E: 3K, 34, 77K, 93; Module F: 3M, 4B, 95K, 124; Module G: 75L ScienceSaurus (Green Level, Grades 6-8): 415

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LAFS.68.RST.1.3	Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.	Representative Examples: SE: Module B: 11–12, 26–27, 71, 107–108; Module D: 38–39, 81–82, 100–101; Module E: 7, 53, 88, 105; Module F: 15, 27; Module G: 30, 109; Module I: 81, 101, 118, 125; Module K: 29, 34, 56, 100
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 D: 160; Module E: 17, 27, 60; Module F: 39; Module G: 7; Module I: 8; Module K: 6, 27 TE: Module B: 16, 22–23, 31, 159; Module D: 11, 15, 32, 48, 54, 120; Module E: 14, 18, 36, 55; Module F: 28, 34, 135; Module G: 9, 34, 55, 139; Module I: 6, 33, 45, 78; Module K: 17
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 D: 72, 79, 83, 110; Module E: 103–105; Module F: 40; Module G: 20, 42, 209; Module I: 30, 34, 123, Module K: 12 TE: Module D: 8, 12, 31, 35, 49, 75L, 87; Module E: 13, 17, 34, 52, 85; Module F: 32, 35, 38, 95L, 99, 109; Module G: 40; Module I: 26
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

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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 TE: Module D: 99; Module E: 82, 89–90, 111; Module F: 7; Module G: 99, 104; Module I: 43, 82; Module K: 4–5, 73
LAFS.68.WHST.1.1	Write arguments focused on <i>discipline-specific content</i> . a. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources. c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from and supports the argument presented.	Representative Examples: SE: Module B: 30, 72, 74, 104; Module D: 10, 23, 43, 55, 72; Module E: 10, 11, 21, 40, 65, 74, 97; Module F: 19, 42, 65, 83, 92; Module G: 16, 20, 23, 44; Module I: 38, 39, 91, 131; Module K: 8, 14, 20, 31 TE: Module B: 3J–3L, 45M–45N , 123N; Module D: 3L, 75L; Module E: 77L; Module F: 3N; Module G: 3L; Module I: 75; Module K: 9, 28

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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 B: 41–42, 55, 72, 89; Module D: 90, 107, 136, 152, 178; Module E: 29, 35, 37, 86; Module F: 73, 80, 81–82, 103, 110; Module G: 116, 122, 229; Module I: 16, 36, 38, 62, 68; Module K: 18, 61, 82 TE: Module B: 13, 57, 123M; Module E: 9, 13, 34; Module F: 53; Module G: 75L, Module I: 71K
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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 B: 41–42; Module D: 62, 136, 184; Module E: 64, 74; Module F: 53, 92, 132; Module G: 122, 176, 214; Module I: 56, 68; Module K: 20, 26, 92 TE: Module B: 3L, 13, 45N; Module D: 75L; Module F: 57 ; Module G: 3L, 75L, 111; Module I: 3H; Module K: 95J
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 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 B: 9, 14, 30, 41–42, 76; Module D: 42, 71; Module E: 42, 68, 73–74; Module F: 42, 64, 86, 92; Module G: 44, 66; Module I: 38, 62, 67; Module K: 86, 92 TE: Module B: 3K, 13–14, 32, 45M , 123M; Module D: 3K, 33, 46, 75K, 80; Module E: 3K, 77K, 84; Module F: 3M, 71; Module G: 3K, 75K, 79–80; Module I: 71K, 105, 121; Module K: 3M, 72, 95M

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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 D: 139, 178, 184; Module E: 68; Module F: 110; Module G: 66, 184 TE: Module B: 86, 89, 123M; Module D: 3K, 75K, 139K, 158; Module E: 3K, 77K, Module F: 3M, 95K; Module G: 193; Module K: 3M, 28, 52
LAFS.68.WHST.3.9	Draw evidence from informational texts to support analysis reflection, and research.	Representative Examples: SE: Module B: 120; Module D: 40, 120, 123, 130, 136; Module E: 18, 74; Module F: 9, 31, 33, 37, 108, 110; Module G: 83, 164; Module I: 16, 30, 120, 126; Module K: 11, 13, 31, 62, 72 TE: Module B: 3K, 45M; Module D: 3K; Module E: 3K, 52; Module F: 57, 95K; Module G: 3L, 10, 88, 154; Module I: 75
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 I: 129, 130; Module K: 20, 21, 41, 83 TE: Module E: 17, 38; Module G: 3L, 75K–75L, 136

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MAFS.6.EE.3.9	Use variables to represent two quantities in a real-world problem that change in relationship to one another; write an equation to express one quantity, thought of as the dependent variable, in terms of the other quantity, thought of as the independent variable. Analyze the relationship between the dependent and independent variables using graphs and tables, and relate these to the equation. For example, in a problem involving motion at constant speed, list and graph ordered pairs of distances and times, and write the equation $d = 65t$ to represent the relationship between distance and time.	Representative Examples: SE: Module B: 26–27, 52, 73; Module E: 104–107; Module K: 58 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

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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.	Representative Examples: SE: Module B: 134, 146, 148–149; Module D: 97, 108, 123 ScienceSaurus (Green Level, Grades 6-8): 015, 384
HE.6.C.1.3	Identify environmental factors that affect personal health.	SE: Module B: 36, Module G: 66, 90, 195–196; Module I: 121 TE: Module B: 3J–3L, 123J; Module G: 205 ScienceSaurus (Green Level, Grades 6-8): 347–348, 350–353, 049, 370
HE.6.C.1.5	Explain how body systems are impacted by hereditary factors and infectious agents.	SE: Module B: 41–42; Module D: 170–171 TE: Module B: 53

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

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 B: 8, 14, 41–42; Module E: 15, 20; Module F: 37; Module I: 46 TE: Module B: 15, 27, 46, 80, 149; Module D: 13, 27, 99; Module E: 6, 26, 36; Module F: 7, 36, 89; Module G: 38, 79, 89; Module I: 23, Module K: 12, 55
ELD.K12.ELL.SI.1	English language learners communicate for social and instructional purposes within the school setting.	Representative Examples: SE: Module B: 8, 14, 41–42; Module E: 15, 20; Module F: 37; Module G: 6, 50, 112; Module I: 46 TE: Module B: 15, 27, 46, 80, 83, 149; Module D: 13, 27, 99; Module E: 6, 26, 36, 101, Module F: 7, 12, 36, 89; Module G: 38, 79, 89; Module I: 23; Module K: 12, 55