



Correlation to the
Florida Course Description for
M/J Comprehensive Science 2
Course Code 2002070

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

BID ID:	<u>3311</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 2</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.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.	TE: Module L: 8 ScienceSaurus (Green Level, Grades 6-8): 177 Florida Statewide Science Assessment (FSSA) Review and Practice: TE: 8, SE: 25–29
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: TE: 9, SE: 30–33

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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 D: 11–15; 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: TE: 10, SE: 34–36
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 TE: Module L: 8 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 C: 139–141, 171–173, 116, 136, 154, 157, 168, 174–179; Module D: 123–124; 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 C: 49–50, 152; Module F: 71; Module G: 125L, 179M–179N
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

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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: 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
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.L.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: TE: 16, SE: 60–63
SC.7.L.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

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SC.7.L.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.L.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
SC.7.L.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: TE: 17, SE: 64
SC.7.L.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
SC.7.L.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

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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>Representative Examples: SE: Module C: 15, 77, 91; Module D: 135–136; Module G: 186; Module I: 35–36, 100–101, 138; Module L: 14</p> <p>TE: Module I: 71K</p> <p>Florida Statewide Science Assessment (FSSA) Review and Practice: TE: 3, SE: 3–7</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: TE: 4, SE: 8–11</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; Module I: 100</p> <p>ScienceSaurus (Green Level, Grades 6-8): 008</p>
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.	<p>Representative Examples: SE: Module C: 80; Module D: 12–14, 17–20, 28–30, 37, 49, 53, 125–126, 154, 162; Module F: 63, 86, 110, 120, 132; Module G: 28–29, 241;</p> <p>TE: Module D: 105; Module F: 52</p> <p>Florida Statewide Science Assessment (FSSA) Review and Practice: TE: 5, SE: 12–15</p>

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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: TE: 6; 16–20
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; 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 B: 14, 31–32, 135; Module D: 21, 143; 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: TE: 7, SE: 21–24
SC.7.N.3.2	Identify the benefits and limitations of the use of scientific models.	SE: Module B: 25, 28; Module F: 14–15, 59, 102; Module G: 31, 110, 229, 241–242; Module L: 16 TE: Module D: 82; Module L: 52 ScienceSaurus (Green Level, Grades 6-8): 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.	SE: Module L: 42–43, 48, 47, 70–71 ScienceSaurus (Green Level, Grades 6-8): 309 Florida Statewide Science Assessment (FSSA) Review and Practice: TE: 11, SE: 37–41

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SC.7.P.10.2	Observe and explain that light can be reflected, refracted, and/or absorbed.	SE: Module I: 118; Module L: 63–69, 49–50, 55–56, 72–74, 75–76, 150 TE: Module I: 71K ScienceSaurus (Green Level, Grades 6-8): 311 Florida Statewide Science Assessment (FSSA) Review and Practice: TE: 12, SE: 42–45
SC.7.P.10.3	Recognize that light waves, sound waves, and other waves move at different speeds in different materials.	SE: Module L: 44, 27, 66 TE: Module L: 3P ScienceSaurus (Green Level, Grades 6-8): 311, 312
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.	SE: Module I: 96–97, 99, 104–105, 114, 117–120 ScienceSaurus (Green Level, Grades 6-8): 254, 303–304 Florida Statewide Science Assessment (FSSA) Review and Practice: TE: 13, SE: 46–50
SC.7.P.11.2	Investigate and describe the transformation of energy from one form to another.	SE: Module C: 58; Module I: 33–36, 44–48, 85–88, 8, 11, 12–16, 17–18, 38, 62, 67–68, 89–90, 103 Florida Statewide Science Assessment (FSSA) Review and Practice: TE: 14, SE: 51–55
SC.7.P.11.3	Cite evidence to explain that energy cannot be created nor destroyed, only changed from one form to another.	SE: Module C: 18; Module I: 34, 18, 32, 87, 97, 114 ScienceSaurus (Green Level, Grades 6-8): 300

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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.	SE: Module I: 96–97, 104–105, 115–116, 138 TE: Module I: 71L ScienceSaurus (Green Level, Grades 6-8): 302–303
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 C: 18, 156; Module D: 14, 40, 60, 149, 172; F: 62, 110; Module G: 82, 156, 164; Module I: 123; Module L: 45, 56 TE: Module B: 110; Module C: 140; Module F: 72, 105, 124; Module G: 35, 232; 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: SE: Module B: 9, 33, 94; Module C: 36, 52, 120, 156; Module D: 130; Module L: 135 TE: Module B: 13, 179; Module D: 52, 75K, 79, 139L, 143; Module F: 3M, 4B, 95K, 124; Module G: 75L
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 C: 14–15, 30–31, 77; Module D: 38–39, 81–82, 100–101; Module F: 15, 27; Module G: 30, 109; Module I: 81, 101, 118, 125; 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: SE: Module B: 8, 25, 50; Module C: 73, 76, 170; Module D: 160; Module F: 39; Module G: 7; Module I: 8; Module L: 11, 109 TE: Module B: 16, 22–23, 31, 159; Module D: 11, 15, 32, 48, 54, 120; Module F: 28, 34, 135; Module G: 9, 34, 55, 139; Module I: 6, 33, 45, 78; Module L: 49
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> .

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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; Module F: 40; Module G: 20, 42, 209; Module I: 30, 34, 123; Module L: 28, 56, 64 TE: Module D: 8, 12, 31, 35, 49, 75L, 87; Module F: 32, 35, 38, 95L, 99, 109; Module G: 40; Module I: 26; Module L: 69
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 L: 10–11, 52–54, 101–102 TE: Module D: 99; Module F: 7; Module G: 99, 104; Module I: 43, 82; Module L: 97, 117

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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>SE: Module B: 30, 72, 74, 104; Module C: 7, 81, 99, 141; Module D: 10, 23, 43, 55, 72; Module F: 19, 42, 65, 83, 92; Module G: 16, 20, 23, 44; Module I: 38, 39, 91, 131; Module L: 9, 45, 57</p> <p>TE: Module B: 3J–3L, 45M–45N, 123N; Module C: 67L; Module D: 3L, 75L; Module F: 3N; Module G: 3L; Module I: 75; 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>SE: Module B: 41–42, 55, 72, 89; Module C: 126, 190, 196; Module D: 90, 107, 136, 152, 178; Module F: 73, 80, 81–82, 103, 110; Module G: 116, 122, 229; Module I: 16, 36, 38, 62, 68; Module L: 80</p> <p>TE: Module B: 13, 57, 123M; Module C: 27; Module F: 53; Module G: 75L, Module I: 71K</p>
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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.	<p>Representative Examples:</p> <p>SE: Module B: 41–42; Module C: 64, 90, 120, 126; Module D: 62, 136, 184; Module F: 53, 92, 132; Module G: 122, 176, 214; Module I: 56, 68; Module L: 45, 80</p> <p>TE: Module B: 3L, 13, 45N; Module C: 49; Module D: 75L; Module F: 57 ; Module G: 3L, 75L, 111; Module I: 3H;</p>
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.	<p>Representative Examples:</p> <p>SE: Module B: 9, 14, 30, 41–42, 76; Module C: 20, 64, 120; Module D: 42, 71; Module F: 42, 64, 86, 92; Module G: 44, 66; Module I: 38, 62, 67; Module L: 80, 86, 144, 150</p> <p>TE: Module B: 3K, 13–14, 32, 45M , 123M; Module C: 67K; Module D: 3K, 33, 46, 75K, 80; Module F: 3M, 71; Module G: 3K, 75K, 79–80; Module I: 71K, 105, 121; Module L: 89K</p>
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.	<p>Representative Examples:</p> <p>SE: Module B: 76, 94; Module C: 120; Module D: 139, 178, 184; Module F: 110; Module G: 66, 184; Module L: 86</p> <p>TE: Module B: 86, 89, 123M; Module C: 129K; Module D: 3K, 75K, 139K, 158; Module F: 3M, 95K; Module G: 193</p>

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LAFS.68.WHST.3.9	Draw evidence from informational texts to support analysis reflection, and research.	<p>Representative Examples:</p> <p>SE: Module B: 120; Module C: 90, 114, 173; Module D: 40, 120, 123, 130, 136; Module F: 9, 31, 33, 37, 108, 110; Module G: 83, 164; Module I: 16, 30, 120, 126; Module L: 68, 86, 96, 113</p> <p>TE: Module B: 3K, 45M; Module C: 12, 35, 109, 129L; Module D: 3K; Module F: 57, 95K; Module G: 3L, 10, 88, 154; Module I: 75; Module L: 128</p>
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.	<p>Representative Examples:</p> <p>SE: Module B: 95, 111; Module C: 21, 39, 81, 90; Module F: 19, 43, 65, 80, 110, 111; Module G: 23, 45, 66; Module I: 129, 130; Module L: 37, 77, 80</p> <p>TE: Module G: 3L, 75K–75L, 136</p>
LAFS.7.SL.1.1	<p>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others’ ideas and expressing their own clearly.</p> <p>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.</p> <p>b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.</p> <p>c. Pose questions that elicit elaboration and respond to others’ questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.</p> <p>d. Acknowledge new information expressed by others and, when warranted, modify their own views.</p>	<p>Representative Examples:</p> <p>SE: Module B: 32, 82; Module C: 11, 104; Module D: 168; Module F: 9, 11, 18, 19; Module G: 6, 22; Module I: 58; Module L: 13, 25, 36, 51</p> <p>TE: Module B: 15, 27, 29, 57, 95; Module C: 21, 89, 178; Module D: 18, 26, 33, 37, 40, 88, 99; Module F: 4–5, 7, 72; Module G: 5, 12, 18–19, 27; Module I: 5, 33, 52, 76; Module L: 6–7, 31, 32</p>

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LAFS.7.SL.1.2	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.	<p>Representative Examples:</p> <p>SE: Module C: 52; Module D: 59, 107; Module F: 39, 56, 73, 103; Module G: 10–11, 13, 17, 20; Module I: 49, 106, 126; Module L: 13, 15</p> <p>TE: Module F: 7; Module G: 19, 29, 32, 39; Module L: 7–8, 32, 49, 51</p>
LAFS.7.SL.1.3	Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.	<p>Representative Examples:</p> <p>TE: Module C: 51, 157; Module D: 88; Module F: 26, 52, 72, 106; Module G: 81; Module I: 76; Module L: 31, 45, 117, 129</p>
LAFS.7.SL.2.4	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.	<p>Representative Examples:</p> <p>SE: Module B: 14, 32, 36, 41–42; Module C: 38, 54, 58, 64; Module D: 22, 42, 66; Module F: 86, 132; Module G: 66, 72, 92, 122; Module I: 62, 68; Module L: 25, 80, 86, 144</p> <p>TE: Module B: 3J–3L, 27, 45M–45N ; Module D: 35, 55, 75L, 84; Module F: 50, 53; Module G: 51, 54; Module I: 13, 45, 71L; Module L: 6 ScienceSaurus (Green Level, Grades 6-8): 014–015</p>
LAFS.7.SL.2.5	Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.	<p>Representative Examples:</p> <p>SE: Module B: 14, 36, 41–42; Module C: 54, 58, 64; Module D: 66; Module F: 86; Module G: 66, 72, 92, 122; Module I: 62; Module L: 25, 80, 86, 144</p> <p>TE: Module B: 3J–3L, 45M–45N ; Module D: 35, 55, 75L, 84; Module F: 53; Module G: 54, 102; Module I: 10, 13, 45; Module L: 6, 45</p>
HE.7.C.1.3	Analyze how environmental factors affect personal health.	<p>SE: Module B: 36, Module G: 66, 90, 195–196; Module I: 121</p> <p>TE: Module B: 3L; Module G: 205</p> <p>ScienceSaurus (Green Level, Grades 6-8): 346–348, 350–353, 370</p>
HE.7.C.1.8	Classify infectious agents and their modes of transmission to the human body.	This standard is beyond the scope of <i>HMH Science Dimensions Grades 6–8</i> .

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STANDARDS ALIGNMENT
COURSE STANDARDS/BENCHMARKS (Form IM7)**

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.	SE: Module B: 167; Module D: 108
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.	SE: Module B: 134; Module D: 148; Module G: 36, 72 TE: Module D: 151
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 C: 17, 104; Module F: 37; Module I: 46, Module L: 13 TE: Module B: 15, 27, 46, 80, 149; Module C: 69; Module D: 13, 27, 99; Module F: 7, 36, 89; Module G: 38, 79, 89; Module I: 23; Module L: 7, 32
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 C: 11, 17, 104; Module F: 37; Module G: 6, 50, 112; Module I: 46; Module L: 13 TE: Module B: 15, 27, 46, 80, 83, 149; Module C: 69; Module D: 13, 27, 99; Module F: 7, 12, 36, 89; Module G: 38, 79, 89; Module I: 23; Module L: 7, 32