Houghton Mifflin Harcourt

Correlation to the Florida Course Description for M/J Comprehensive Science 3 Course Code 2002100

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

BID ID:	**3312**
SUBMISSION TITLE:	**HMH Science Dimensions Grade 6–8 © 2018**
GRADE LEVEL:	**6–8**
COURSE TITLE:	**M/J Comprehensive Science 3**
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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.8.E.5.1	Recognize that there are enormous distances between objects in space and apply our knowledge of light and space travel to understand this distance.	**SE:** Module H: 114–115, 63, 65, 96, 113, 116 **TE:** Module H: 72, 95 **ScienceSaurus (Green Level, Grades 6-8):** 239–240, 245
SC.8.E.5.2	Recognize that the universe contains many billions of galaxies and that each galaxy contains many billions of stars.	**SE:** Module H: 113, 115–116 **ScienceSaurus (Green Level, Grades 6-8):** 244, 247
SC.8.E.5.3	Distinguish the hierarchical relationships between planets and other astronomical bodies relative to solar system, galaxy, and universe, including distance, size, and composition.	**SE:** Module H: 63–65, 75, 92–94, 97, 107, 109, 115 **ScienceSaurus (Green Level, Grades 6-8):** 238–243, 247 **Florida Statewide Science Assessment (FSSA) Review and Practice:** TE: 26; SE: 43–47

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SC.8.E.5.4	Explore the Law of Universal Gravitation by explaining the role that gravity plays in the formation of planets, stars, and solar systems and in determining their motions.	**SE:** Module H: 63, 66–70, 71–76, 127, 129, 131, 134–135, 136–138, 144
SC.8.E.5.5	Describe and classify specific physical properties of stars: apparent magnitude (brightness), temperature (color), size, and luminosity (absolute brightness).	**ScienceSaurus (Green Level, Grades 6-8):** 245–246 **Florida Statewide Science Assessment (FSSA) Review and Practice:** TE: 27; SE: 48–52
SC.8.E.5.6	Create models of solar properties including: rotation, structure of the Sun, convection, sunspots, solar flares, and prominences.	**SE:** Module H: 71
SC.8.E.5.7	Compare and contrast the properties of objects in the Solar System including the Sun, planets, and moons to those of Earth, such as gravitational force, distance from the Sun, speed, movement, temperature, and atmospheric conditions.	**SE:** Module H: 63, 94, 97, 130 **ScienceSaurus (Green Level, Grades 6-8):** 238–240 **Florida Statewide Science Assessment (FSSA) Review and Practice:** TE: 28; SE: 53–56
SC.8.E.5.8	Compare various historical models of the Solar System, including geocentric and heliocentric.	**SE:** Module H: 86–87, 90 **TE:** Module H: 64 **ScienceSaurus (Green Level, Grades 6-8):** 234

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SC.8.E.5.9	Explain the impact of objects in space on each other including: 1. the Sun on the Earth including seasons and gravitational attraction 2. the Moon on the Earth, including phases, tides, and eclipses, and the relative position of each body.	**SE:** Module H: 12–16, 17–22, 30–32, 34–38; 39–44, 66 **TE:** Module H: 3K–3L **Florida Statewide Science Assessment (FSSA) Review and Practice:** TE: 29; SE: 62–65 **ScienceSaurus (Green Level, Grades 6-8):** 235–237
SC.8.E.5.10	Assess how technology is essential to science for such purposes as access to outer space and other remote locations, sample collection, measurement, data collection and storage, computation, and communication of information.	**SE**: Module H: 66, 72–73, 91–92, 106, 111, 114, 116
SC.8.E.5.11	Identify and compare characteristics of the electromagnetic spectrum such as wavelength, frequency, use, and hazards and recognize its application to an understanding of planetary images and satellite photographs.	**SE:** Module H: 72; Module L: 42–46, 47–50, 97–98, 113–114, 133, 144
SC.8.E.5.12	Summarize the effects of space exploration on the economy and culture of Florida.	This standard is beyond the scope of *HMH Science Dimensions Grades 6 –8* .
SC.8.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

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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:** TE: 52; SE: 156–159
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.	This Benchmark is covered throughout the program. The following are some of the many examples: **SE:** Module H: 88–89, 132–133 **TE:** Module J: 115K–115L; Module A: 77K–77L; **Florida Statewide Science Assessment (FSSA) Review and Practice:** TE: 21; SE: 21–25
SC.8.N.1.2	Design and conduct a study using repeated trials and replication.	**TE:** Module A: 77L; 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.	**SE:** Module C: 31, 91 **TE:** Module H: 76, 87

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SC.8.N.1.4	Explain how hypotheses are valuable if they lead to further investigations, even if they turn out not to be supported by the data.	**TE:** Module H: 68, 89
SC.8.N.1.5	Analyze the methods used to develop a scientific explanation as seen in different fields of science.	**SE:** Module H: 71–74, 128
SC.8.N.1.6	Understand that scientific investigations involve the collection of relevant empirical evidence, the use of logical reasoning, and the application of imagination in devising hypotheses, predictions, explanations and models to make sense of the collected evidence.	**SE:** Module H: 72, 127 **TE:** Module H: 71–72, 85, 89 **ScienceSaurus (Green Level, Grades 6-8):** 002
SC.8.N.2.1	Distinguish between scientific and pseudoscientific ideas.	**ScienceSaurus (Green Level, Grades 6-8):** 232
SC.8.N.2.2	Discuss what characterizes science and its methods.	**SE:** Module A: 59–62; Module H: 127 **TE:** Module H: 85 **ScienceSaurus (Green Level, Grades 6-8):** 002, 004–014, 017–018
SC.8.N.3.1	Select models useful in relating the results of their own investigations.	**SE:** Module A: 39; Module H: 55–56, 63, 97; Module J: 68 **TE:** Module A: 34, 38; Module C: 3L; Module H: 3L, 10, 21, 59M–59N; Module J: 3K, 71L **ScienceSaurus (Green Level, Grades 6-8):** 006, 013, 018

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SC.8.N.3.2	Explain why theories may be modified but are rarely discarded.	**TE:** Module H: 76 **ScienceSaurus (Green Level, Grades 6-8):** 002
SC.8.N.4.1	Explain that science is one of the processes that can be used to inform decision making at the community, state, national, and international levels.	**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
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.	**SE:** Module J: 77–80, 91–92, 96–97, 100 **TE:** Module J: 88 **ScienceSaurus (Green Level, Grades 6-8):** 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.	**SE:** Module H: 125, 127–128; Module J: 7–9 **ScienceSaurus (Green Level, Grades 6-8):** 276
SC.8.P.8.3	Explore and describe the densities of various materials through measurement of their masses and volumes.	**SE:** Module J: 11–13, 25–26 **ScienceSaurus (Green Level, Grades 6-8):** 068

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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.	**SE:** Module J: 15, 27, 52–55, 120, 118–119, 184–185 **ScienceSaurus (Green Level, Grades 6-8):** 251 **Florida Statewide Science Assessment (FSSA) Review and Practice:** TE: 35; SE: 85–89
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.	**SE:** Module J: 43–45, 24, 46–51, 52–55 **TE:** Module J: 3K **ScienceSaurus (Green Level, Grades 6-8):** 260 **Florida Statewide Science Assessment (FSSA) Review and Practice:** TE: 36; SE: 90–93
SC.8.P.8.6	Recognize that elements are grouped in the periodic table according to similarities of their properties.	**SE:** Module J: 30–33, 35–36 **ScienceSaurus (Green Level, Grades 6-8):** 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 sub-atomic particles (electrons surrounding a nucleus containing protons and neutrons).	**SE:** Module J: 27 **ScienceSaurus (Green Level, Grades 6-8):** 255–256
SC.8.P.8.8	Identify basic examples of and compare and classify the properties of compounds, including acids, bases, and salts.	**SE:** Module J: 43 **ScienceSaurus (Green Level, Grades 6-8):** 264

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SC.8.P.8.9	Distinguish among mixtures (including solutions) and pure substances.	SE: Module J: 42–45, 52, 57–58, 186, 189, 193 **TE:** Module J: 24, 136 **ScienceSaurus (Green Level, Grades 6-8):** 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.	**SE:** Module J: 143–146, 122, 137–142, 147–148 **TE:** Module J: 115M **ScienceSaurus (Green Level, Grades 6-8):** 270
SC.8.P.9.2	Differentiate between physical changes and chemical changes.	**SE:** Module J: 121–123, 16, 119, 193 **TE:** Module C: 26 **ScienceSaurus (Green Level, Grades 6-8):** 252 **Florida Statewide Science Assessment (FSSA) Review and Practice:** TE: 37; SE: 94–97
SC.8.P.9.3	Investigate and describe how temperature influences chemical changes.	**SE:** Module J: 160, 167–168
LAFS.68.RST.1.1	Cite specific textual evidence to support analysis of science and technical texts.	Representative Examples: **SE:** Module A: 13, 32; Module C: 7, 18, 156; Module H: 94, 134, 210; Module L: 45, 56 **TE:** Module A: 11; Module C: 140; Module L: 70, 109

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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 A: 32; Module C: 36, 52, 120, 156; Module H: 118; Module L: 135 **TE:** Module J: 98; Module L: 89K **ScienceSaurus (Green Level, Grades 6-8):** 415
LAFS.68.RST.1.3	Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.	Representative Examples: **SE:** Module C: 14–15, 30–31, 77, 91; Module H: 13–14, 18–19, 35, 88, 132; Module J: 12–13, 25–26, 141, 161, 163–164; 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 C: 73, 76, 170; Module H: 15, 62, 85, 134; Module J: 14; Module L: 11, 109 **TE:** Module H: 10, 63, 66, 84; 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 *HMH Science Dimensions Grades 6 –8* .
LAFS.68.RST.2.6	Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text.	This standard is beyond the scope of *HMH Science Dimensions Grades 6 –8* .
LAFS.68.RST.3.7	Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).	Representative Examples: **SE:** Module C: 72, 120; Module H: 68, 85; Module J: 16, 30, 51; Module L: 28, 56, 64 **TE:** Module A: 121; Module H: 90; Module J: 11, 45; Module L: 69

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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 *HMH Science Dimensions Grades 6 –8* .
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 A: 62; Module H: 14, 37; Module L: 10–11, 52–54, 101–102 **TE:** Module H: 19, 42; 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: **SE:** Module A: 80–95; Module C: 42–57; Module H: 4–27; Module J: 4–21; Module L: 4–21

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LAFS.68.WHST.1.1	Write arguments focused on *discipline-specific content.* a. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources. c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from and supports the argument presented.	Representative Examples: **SE:** Module A: 13, 111, 127; Module C: 7, 81, 99, 141; Module H: 16, 25, 72, 111; Module L: 9, 45, 57 **TE:** Module C: 67L; Module L: 128

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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 C: 126, 190, 196; Module H: 31–32, 37, 73, 144; Module J: 68, 102; Module L: 80 **TE:** Module C: 27
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 A: 11, 82, 86; Module C: 64, 90, 120, 126; Module H: 37, 73, 130; Module L: 45, 80 **TE:** Module C: 49, 129L; Module H: 3L

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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.	**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.	Representative Examples: **SE:** Module C: 58 **TE:** Module C: 3I–5L; 67I–67L; 129I–129L
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 C: 58, 120; Module H: 150; Module J: 198; Module L: 86 **TE:** Module C: 3I–5L; 67I–67L; 129I–129L; Module A: 3K, 11, 99; Module J: 3K, 71K, 115K, 181K
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 C: 120; Module H: 150; Module J: 198; Module L: 86 **TE:** Module A: 3K, 11, 99; Module C: 129K; Module J: 3K, 71K, 115K, 181K
LAFS.68.WHST.3.9	Draw evidence from informational texts to support analysis reflection, and research.	Representative Examples: **SE:** Module A: 50; Module C: 90, 114, 173; Module H: 130; Module L: 68, 86, 96, 113 **TE:** Module A: 84; Module C: 12, 35, 109, 129L; 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: **SE:** Module A: 23, 45, 93; Module C: 21, 39, 81, 90; Module H: 25, 37, 47, 73, 130; 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: **SE:** Module C: 11, 104; Module L: 13, 25, 36, 51 **TE:** Module A: 12, 36, 62; Module C: 21, 89, 178; Module H: 6, 22, 36; 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 *HMH Science Dimensions Grades 6 –8* .
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: **TE:** Module A: 57, 103; Module C: 51, 157; Module J: 123, 229; 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: **SE:** Module A: 44, 68, 74, 130, 136; Module C: 38, 54, 58, 64; Module H: 24; Module L: 25, 80, 86, 144 **TE:** 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: **SE:** Module A: 44, 68, 130; Module C: 54, 58, 64; Module H: 24, 50, 73; Module L: 25, 80, 86, 144 **TE:** Module H: 20; Module L: 6, 45
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.	**SE:** Module A: 20, 35; Module C: 87, 157; Module L: 30, 51 **ScienceSaurus (Green Level, Grades 6-8):** 399

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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 *HMH Science Dimensions Grades 6 –8* .
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 C: 17, 104; Module H: 22, 124; Module L: 13 **TE:** Module C: 69; Module H: 34, 36; 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 A: 8; Module C: 11, 17, 104; Module H: 22, 124; Module L: 13 TE: Module A: 36, 79; Module C: 69; Module H: 36; Module L: 7, 32