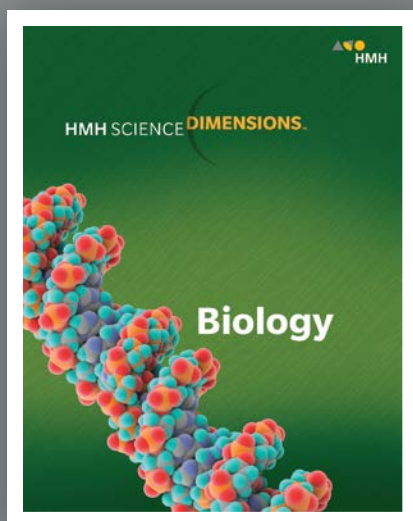


Correlation to the
Florida Course Description for
Biology 1
Course Code 2000310



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Biology
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BID ID:	<u>3336</u>
SUBMISSION TITLE:	<u>HMH Science Dimensions Biology ©2018</u>
GRADE LEVEL:	<u>9–12</u>
COURSE TITLE:	<u>Biology</u>
COURSE CODE:	<u>2000310</u>
ISBN:	<u>9781328986450'</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.912.E.7.1	Analyze the movement of matter and energy through the different biogeochemical cycles, including water and carbon.	SE: 158–169, 179, 477 TE: 115J–115L, 158–169, 179, 116B, 158B, 477 Florida Biology 1 End-of-Course Assessment Review and Practice (SE): 1–3
SC.912.L.14.1	Describe the scientific theory of cells (cell theory) and relate the history of its discovery to the process of science.	SE: 228–229, 232 TE: 228–229, 222B, 232 Florida Biology 1 End-of-Course Assessment Review and Practice (SE): 4–6
SC.912.L.14.2	Relate structure to function for the components of plant and animal cells. Explain the role of cell membranes as a highly selective barrier (passive and active transport).	SE: 24–28, 102–105, 22–23, 96, 131, 248–251, 263–265, 279 TE: 24–28, 102–105, 22–23, 96, 131, 248–251, 257J–257I, 263–265, 279 Florida Biology 1 End-of-Course Assessment Review and Practice (SE): 7–9
SC.912.L.14.3	Compare and contrast the general structures of plant and animal cells. Compare and contrast the general structures of prokaryotic and eukaryotic cells.	SE: 24–28, 239, 275, 288, 290–292 TE: 24–28, 16B, 239, 275, 288, 290–292 Florida Biology 1 End-of-Course Assessment Review and Practice (SE): 10–12

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SC.912.L.14.4	Compare and contrast structure and function of various types of microscopes.	TE: 229 Florida Biology 1 End-of-Course Assessment Review and Practice (SE): 13–15
SC.912.L.14.6	Explain the significance of genetic factors, environmental factors, and pathogenic agents to health from the perspectives of both individual and public health.	SE: 69, 357, 364, 367–369, 40, 106–107, 227, 255, 301, 338, 346, 348, 353, 376, 384, 430, 473, 475, 479, 508 TE: 69, 303K–303L, 357, 364, 367–369, 40, 106–107, 190, 221H, 227, 255, 301, 338, 346, 348, 353, 376, 384, 430, 473, 475, 479, 508 Florida Biology 1 End-of-Course Assessment Review and Practice (SE): 16–18
SC.912.L.14.7	Relate the structure of each of the major plant organs and tissues to physiological processes.	SE: 19 TE: 19 Florida Biology 1 End-of-Course Assessment Review and Practice (SE): 19–22
SC.912.L.14.26	Identify the major parts of the brain on diagrams or models.	Florida Biology 1 End-of-Course Assessment Review and Practice (SE): 23–25
SC.912.L.14.36	Describe the factors affecting blood flow through the cardiovascular system.	SE: 37–39, 21, 345 TE: 37–39, 21, 345 Florida Biology 1 End-of-Course Assessment Review and Practice (SE): 26–28
SC.912.L.14.52	Explain the basic functions of the human immune system, including specific and nonspecific immune response, vaccines, and antibiotics.	Florida Biology 1 End-of-Course Assessment Review and Practice (SE): 29–31
SC.912.L.15.1	Explain how the scientific theory of evolution is supported by the fossil record, comparative anatomy, comparative embryology, biogeography, molecular biology, and observed evolutionary change.	SE: 383–391, 409, 412, 393, 402–403, 430, 435 TE: 383–391, 409, 412, 381H–381K, 382B, 393, 402–403, 430, 435 Florida Biology 1 End-of-Course Assessment Review and Practice (SE): 32–34
SC.912.L.15.4	Describe how and why organisms are hierarchically classified and based on evolutionary relationships.	Florida Biology 1 End-of-Course Assessment Review and Practice (SE): 35–38
SC.912.L.15.5	Explain the reasons for changes in how organisms are classified.	Florida Biology 1 End-of-Course Assessment Review and Practice (SE): 39–41
SC.912.L.15.6	Discuss distinguishing characteristics of the domains and kingdoms of living organisms.	Florida Biology 1 End-of-Course Assessment Review and Practice (SE): 42–44

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SC.912.L.15.8	Describe the scientific explanations of the origin of life on Earth.	Florida Biology 1 End-of-Course Assessment Review and Practice (SE): 45–47
SC.912.L.15.10	Identify basic trends in hominid evolution from early ancestors six million years ago to modern humans, including brain size, jaw size, language, and manufacture of tools.	Florida Biology 1 End-of-Course Assessment Review and Practice (SE): 48–50
SC.912.L.15.13	Describe the conditions required for natural selection, including: overproduction of offspring, inherited variation, and the struggle to survive, which result in differential reproductive success.	SE: 404–410, 397–398, 415, 419–420, 422–425, 430 TE: 404–410, 381H–381J, 396B, 397–398, 415, 417I–417J, 419–420, 422–425, 430 Florida Biology 1 End-of-Course Assessment Review and Practice (SE): 51–54
SC.912.L.15.14	Discuss mechanisms of evolutionary change other than natural selection such as genetic drift and gene flow.	SE: 426–429, 467, 436–437 TE: 426–429, 467, 417H, 418B, 436–437 Florida Biology 1 End-of-Course Assessment Review and Practice (SE): 55–57
SC.912.L.15.15	Describe how mutation and genetic recombination increase genetic variation.	SE: 311–313, 347–348, 351, 343–346, 385, 405, 419–420 TE: 311–313, 347–348, 351, 304B, 342B, 343–346, 385, 405, 419–420 Florida Biology 1 End-of-Course Assessment Review and Practice (SE): 58–60
SC.912.L.16.1	Use Mendel's laws of segregation and independent assortment to analyze patterns of inheritance.	SE: 329–335, 337, 311, 317–319, 339, 373–375, 379 TE: 329–335, 337, 303K–303L, 311, 316B, 317–319, 328B, 339, 373–375, 379 Florida Biology 1 End-of-Course Assessment Review and Practice (SE): 61–63
SC.912.L.16.2	Discuss observed inheritance patterns caused by various modes of inheritance, including dominant, recessive, codominant, sex-linked, polygenic, and multiple alleles.	SE: 321–324, 336–339, 379 TE: 321–324, 336–339, 303K–303L, 316B, 379 Florida Biology 1 End-of-Course Assessment Review and Practice (SE): 64–66
SC.912.L.16.3	Describe the basic process of DNA replication and how it relates to the transmission and conservation of the genetic information.	SE: 266–268, 259 TE: 266–268, 258B, 259 Florida Biology 1 End-of-Course Assessment Review and Practice (SE): 67–70

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SC.912.L.16.4	Explain how mutations in the DNA sequence may or may not result in phenotypic change. Explain how mutations in gametes may result in phenotypic changes in offspring.	SE: 344–346, 349–351, 268, 282, 301, 405 TE: 344–346, 349–351, 268, 282, 301, 303K–303L, 342B, 405 Florida Biology 1 End-of-Course Assessment Review and Practice (SE): 71–73
SC.912.L.16.5	Explain the basic processes of transcription and translation, and how they result in the expression of genes.	SE: 277–282, 287–292, 273–276, 296, 301 TE: 277–282, 287–292, 257I–257J, 272B, 273–276, 286B, 296, 301 Florida Biology 1 End-of-Course Assessment Review and Practice (SE): 74–76
SC.912.L.16.8	Explain the relationship between mutation, cell cycle, and uncontrolled cell growth potentially resulting in cancer.	SE: 227, 255, 343 TE: 227, 255, 222B, 343 Florida Biology 1 End-of-Course Assessment Review and Practice (SE): 77–78
SC.912.L.16.9	Explain how and why the genetic code is universal and is common to almost all organisms.	SE: 383–384, 280 TE: 383–384, 280 Florida Biology 1 End-of-Course Assessment Review and Practice (SE): 79–80
SC.912.L.16.10	Evaluate the impact of biotechnology on the individual, society and the environment, including medical and ethical issues.	SE: 49–51, 357–370, 52–57, 58–59, 92, 205, 236, 243, 283, 376, 384 TE: 49–51, 357–370, 48B, 52–57, 58–59, 92, 205, 236, 243, 283, 303L, 356B, 376, 384 Florida Biology 1 End-of-Course Assessment Review and Practice (SE): 81–83
SC.912.L.16.13	Describe the basic anatomy and physiology of the human reproductive system. Describe the process of human development from fertilization to birth and major changes that occur in each trimester of pregnancy.	Florida Biology 1 End-of-Course Assessment Review and Practice (SE): 84–86
SC.912.L.16.14	Describe the cell cycle, including the process of mitosis. Explain the role of mitosis in the formation of new cells and its importance in maintaining chromosome number during asexual reproduction.	SE: 223–224, 237–240, 235–236 TE: 223–224, 237–240, 221I–221J, 222B, 234B, 235–236 Florida Biology 1 End-of-Course Assessment Review and Practice (SE): 87–90

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SC.912.L.16.16	Describe the process of meiosis, including independent assortment and crossing over. Explain how reduction division results in the formation of haploid gametes or spores.	SE: 307–313, 319, 405, 419 TE: 307–313, 304B, 319, 405, 419 Florida Biology 1 End-of-Course Assessment Review and Practice (SE): 91–93
SC.912.L.16.17	Compare and contrast mitosis and meiosis and relate to the processes of sexual and asexual reproduction and their consequences for genetic variation.	SE: 309–310, 239–240, 311–313, 347, 405 TE: 309–310, 221I–221J, 239–240, 304B, 311–313, 347, 405 Florida Biology 1 End-of-Course Assessment Review and Practice (SE): 94–96
SC.912.L.17.2	Explain the general distribution of life in aquatic systems as a function of chemistry, geography, light, depth, salinity, and temperature.	Florida Biology 1 End-of-Course Assessment Review and Practice (SE): 97–99
SC.912.L.17.4	Describe changes in ecosystems resulting from seasonal variations, climate change and succession.	SE: 206–207, 439–440, 443, 167, 212–215, 476–477, 494 TE: 206–207, 439–440, 443, 141, 167, 196B, 203, 212–215, 434B, 476–477, 494 Florida Biology 1 End-of-Course Assessment Review and Practice (SE): 100–102
SC.912.L.17.5	Analyze how population size is determined by births, deaths, immigration, emigration, and limiting factors (biotic and abiotic) that determine carrying capacity.	SE: 186–192, 472 TE: 186–192, 182B, 472 Florida Biology 1 End-of-Course Assessment Review and Practice (SE): 103–106
SC.912.L.17.8	Recognize the consequences of the losses of biodiversity due to catastrophic events, climate changes, human activity, and the introduction of invasive, non-native species.	SE: 200–202, 443, 487–494, 203–204, 207, 440 TE: 200–202, 443, 487–494, 203–204, 207, 440, 469I–469J, 486B Florida Biology 1 End-of-Course Assessment Review and Practice (SE): 107–109
SC.912.L.17.9	Use a food web to identify and distinguish producers, consumers, and decomposers. Explain the pathway of energy transfer through trophic levels and the reduction of available energy at successive trophic levels.	SE: 145–153, 117, 132, 179 TE: 145–153, 115J–115L, 117, 132, 140B, 179 Florida Biology 1 End-of-Course Assessment Review and Practice (SE): 110–112
SC.912.L.17.11	Evaluate the costs and benefits of renewable and nonrenewable resources, such as water, energy, fossil fuels, wildlife, and forests.	SE: 168, 473–483, 492–493, 499–503, 505–509, 166–167, 176, 365, 487–489 TE: 168, 469I–469J, 473–483, 492–493, 499–503, 505–509, 166–167, 176, 365, 470B, 486B, 487–489, 498B Florida Biology 1 End-of-Course Assessment Review and Practice (SE): 113–115

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SC.912.L.17.13	Discuss the need for adequate monitoring of environmental parameters when making policy decisions.	SE: 208–209, 488–489, 491, 493–494, 500 TE: 208–209, 488–489, 469I–469J, 473, 481, 491, 493–494, 500 Florida Biology 1 End-of-Course Assessment Review and Practice (SE): 116–118
SC.912.L.17.20	Predict the impact of individuals on environmental systems and examine how human lifestyles affect sustainability.	SE: 166–168, 475–484, 487–489, 492–493, 502–505, 57, 144, 179, 201–203, 209, 365, 440, 443, 473–474, 499–500, 508 TE: 166–168, 475–484, 487–489, 492–493, 502–505, 57, 144, 179, 201–203, 209, 365, 158B, 434B, 440, 443, 469H–469J, 470B, 473–474, 486B, 498B, 499–500, 508 Florida Biology 1 End-of-Course Assessment Review and Practice (SE): 119–121
SC.912.L.18.1	Describe the basic molecular structures and primary functions of the four major categories of biological macromolecules.	SE: 94–99, 83–85, 91, 102, 274 TE: 94–99, 83–85, 90B, 91, 102, 274 Florida Biology 1 End-of-Course Assessment Review and Practice (SE): 122–124
SC.912.L.18.7	Identify the reactants, products, and basic functions of photosynthesis.	SE: 117–125, 100 TE: 117–125, 100, 115K–115L, 116B Florida Biology 1 End-of-Course Assessment Review and Practice (SE): 125–127
SC.912.L.18.8	Identify the reactants, products, and basic functions of aerobic and anaerobic cellular respiration.	SE: 129–137, 100–101 TE: 129–137, 100–101, 115K–115L, 128B Florida Biology 1 End-of-Course Assessment Review and Practice (SE): 128–130
SC.912.L.18.9	Explain the interrelated nature of photosynthesis and cellular respiration.	SE: 132, 161–162, 100 TE: 132, 161–162, 100, 115K–115L, 116B Florida Biology 1 End-of-Course Assessment Review and Practice (SE): 131–132
SC.912.L.18.10	Connect the role of adenosine triphosphate (ATP) to energy transfers within a cell.	SE: 100–101, 121–123, 133–135, 105, 131–132 TE: 100–101, 121–123, 133–135, 90B, 105, 128B, 131–132 Florida Biology 1 End-of-Course Assessment Review and Practice (SE): 133–135

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SC.912.L.18.11	Explain the role of enzymes as catalysts that lower the activation energy of biochemical reactions. Identify factors, such as pH and temperature, and their effect on enzyme activity.	SE: 82–86, 98, 113 TE: 82–86, 98, 113 Florida Biology 1 End-of-Course Assessment Review and Practice (SE): 136–138
SC.912.L.18.12	Discuss the special properties of water that contribute to Earth's suitability as an environment for life: cohesive behavior, ability to moderate temperature, expansion upon freezing, and versatility as a solvent.	SE: 76–78 TE: 76–78, 71H Florida Biology 1 End-of-Course Assessment Review and Practice (SE): 139–141

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SC.912.N.1.1	<p>Define a problem based on a specific body of knowledge, for example: biology, chemistry, physics, and earth/space science, and do the following:</p> <ol style="list-style-type: none">1. Pose questions about the natural world, (Articulate the purpose of the investigation and identify the relevant scientific concepts).2. Conduct systematic observations, (Write procedures that are clear and replicable. Identify observables and examine relationships between test (independent) variable and outcome (dependent) variable. Employ appropriate methods for accurate and consistent observations; conduct and record measurements at appropriate levels of precision. Follow safety guidelines).3. Examine books and other sources of information to see what is already known,4. Review what is known in light of empirical evidence, (Examine whether available empirical evidence can be interpreted in terms of existing knowledge and models, and if not, modify or develop new models).5. Plan investigations, (Design and evaluate a scientific investigation).6. Use tools to gather, analyze, and interpret data (this includes the use of measurement in metric and other systems, and also the generation and interpretation of graphical representations of data, including data tables and graphs), (Collect data or evidence in an organized way. Properly use instruments, equipment, and materials (e.g., scales, probeware, meter sticks, microscopes, computers) including set-up, calibration, technique, maintenance, and storage).7. Pose answers, explanations, or descriptions of events,8. Generate explanations that explicate or describe natural phenomena (inferences),9. Use appropriate evidence and reasoning to justify these explanations to others,10. Communicate results of scientific investigations, and11. Evaluate the merits of the explanations produced by others.	<p>SE: xxii–xxv, 34, 45, 69, 85–86, 104, 113, 130, 137, 154, 179, 185, 219, 230–231, 255, 269, 301, 352, 379, 397–398, 415, 426, 467, 482–483, 507, 515</p> <p>TE: 3K–3L, 71I–71J, 115K–115L, 181I–181J, 221I–221J, 257I–257J, 303K–303L, 381I–381J, 417I–417J, 469I–469J, T80–T83, 34, 45, 69, 85–86, 104, 113, 130, 137, 154, 179, 185, 219, 230–231, 255, 269, 301, 352, 379, 397–398, 415, 426, 467, 482–483, 507, 515</p>
SC.912.N.1.3	<p>Recognize that the strength or usefulness of a scientific claim is evaluated through scientific argumentation, which depends on critical and logical thinking, and the active consideration of alternative scientific explanations to explain the data presented.</p>	<p>SE: 68, 178, 218, 254, 300, 378, 414, 456, 466, 66, 119, 209, 216, 240, 252, 262, 313, 350</p> <p>TE: 68, 178, 218, 254, 300, 378, 414, 456, 466, 66, 92, 119, 184, 209, 216, 240, 252, 262, 313, 350</p>
SC.912.N.1.4	<p>Identify sources of information and assess their reliability according to the strict standards of scientific investigation.</p>	<p>SE: 29, 216, 244, 313, 66, 107, 110, 168, 176, 209, 219, 276, 283, 290, 298, 301, 325, 362, 376, 386, 409, 412, 415, 440, 444–445, 464, 467, 471, 474, 481, 499, 512</p> <p>TE: 29, 92, 216, 244, 313, 66, 107, 110, 168, 176, 181G, 209, 219, 257I–257J, 276, 283, 290, 298, 301, 303K–303L, 325, 350, 362, 376, 386, 409, 412, 415, 417I–417J, 438, 440, 444–445, 464, 467, 469I–469J, 471, 474, 481, 499, 512</p>

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SC.912.N.1.6	Describe how scientific inferences are drawn from scientific observations and provide examples from the content being studied.	SE: 383 TE: 181G, 383
SC.912.N.2.1	Identify what is science, what clearly is not science, and what superficially resembles science (but fails to meet the criteria for science).	This Benchmark is beyond the scope of <i>HMH Science Dimensions Biology</i> .
SC.912.N.2.2	Identify which questions can be answered through science and which questions are outside the boundaries of scientific investigation, such as questions addressed by other ways of knowing, such as art, philosophy, and religion.	This Benchmark is beyond the scope of <i>HMH Science Dimensions Biology</i> .
SC.912.N.3.1	Explain that a scientific theory is the culmination of many scientific investigations drawing together all the current evidence concerning a substantial range of phenomena; thus, a scientific theory represents the most powerful explanation scientists have to offer.	SE: 399 TE: 399, 403, 222B, 228, 382B
SC.912.N.3.4	Recognize that theories do not become laws, nor do laws become theories; theories are well supported explanations and laws are well supported descriptions.	This Benchmark is beyond the scope of <i>HMH Science Dimensions Biology</i> .
LAFS.910.RST.1.1	Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.	This standard is addressed throughout the entire program. Representative examples: SE: 28, 43, 81, 121, 168, 193, 238, 267, 319, 359, 393, 428, 455, 501 TE: 28, 43, 81, 121, 168, 193, 238, 267, 319, 359, 393, 428, 455, 501
LAFS.910.RST.1.2	Determine the central ideas or conclusions of a text; trace the text’s explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text.	This standard is addressed throughout the entire program. Representative examples: SE: 59, 135–136, 262, 282, 292, 403 TE: 34, 59, 97–98, 135–136, 188, 207, 262, 282, 292, 331, 359, 391, 403, 489
LAFS.910.RST.1.3	Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text.	SE: 137, 230–231, 397–398, 104, 130, 154, 185, 269, 426 TE: 137, 230–231, 397–398, 104, 130, 154, 185, 269, 426
LAFS.910.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 9–10 texts and topics.	This standard is addressed throughout the entire program. Representative examples: SE: 33, 35, 98, 236, 266, 277, 287, 359 TE: 3I, 4B, 33, 35, 71G, 98, 115I, 158B, 182B, 236, 266, 277, 287, 320–321, 359, 434B, 498B
LAFS.910.RST.2.5	Analyze the structure of the relationships among concepts in a text, including relationships among key terms (e.g., force, friction, reaction force, energy).	This standard is addressed throughout the entire program. Representative examples: SE: 11, 132, 177, 226, 282, 402–403 TE: 11, 71G, 132, 177, 226–227, 282, 316B, 342B, 402–403, 417G, 470B

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LAFS.910.RST.2.6	Analyze the author’s purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, defining the question the author seeks to address.	This standard is beyond the scope of <i>HMH Science Dimensions Biology</i> .
LAFS.910.RST.3.7	Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.	This standard is addressed throughout the entire program. Representative examples: SE: 19, 81–82, 198, 200, 238, 267, 319, 334, 390, 430, 467, 490 TE: 19, 81–82, 160, 190, 198, 200, 235, 238, 267, 308, 319, 334, 349, 390, 430, 440, 467, 490, 504
LAFS.910.RST.3.8	Assess the extent to which the reasoning and evidence in a text support the author’s claim or a recommendation for solving a scientific or technical problem.	SE: 66, 168, 209, 216, 313, 445 TE: 66, 97, 168, 209, 216, 313, 445
LAFS.910.RST.3.9	Compare and contrast findings presented in a text to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts.	SE: 68, 178, 218, 254, 300, 378, 414, 466 TE: 68, 178, 218, 254, 300, 378, 414, 466
LAFS.910.RST.4.10	By the end of grade 10, read and comprehend science/technical texts in the grades 9–10 text complexity band independently and proficiently.	This standard is addressed throughout the entire program. Representative examples: SE: 32–47, 90–109, 158–171, 196–211, 234–247, 286–297, 328–341, 382–395, 434–447, 498–511 TE: 32–47, 90–109, 158–171, 196–211, 234–247, 286–297, 328–341, 382–395, 434–447, 498–511
LAFS.910.SL.1.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively. a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.	This standard is addressed throughout the entire program. Representative examples: SE: 4, 26, 84, 131, 165, 208–209, 260, 283, 318, 363, 429, 487, 494 TE: 4, 26, 84, 131, 165, 208–209, 260, 283, 318, 356–357, 363, 429, 469I–469J, 487, 494

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LAFS.910.SL.1.2	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.	<p>This standard is addressed throughout the entire program. Representative examples: SE: 29, 216, 244, 66, 107, 168, 219, 298, 376, 409, 440, 464, 499</p> <p>TE: 29, 216, 244, 66, 107, 168, 219, 257I–257J, 298, 376, 409, 440, 464, 469I–469J, 499</p>
LAFS.910.SL.1.3	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.	<p>This standard is beyond the scope of <i>HMH Science Dimensions Biology</i> .</p>
LAFS.910.SL.2.4	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.	<p>This standard is addressed throughout the entire program. Representative examples: SE: 29, 69, 125, 179, 209, 255, 301, 379, 409, 464, 512</p> <p>TE: 3K–3L, 29, 69, 97, 125, 179, 209, 255, 257I–257J, 301, 365, 379, 409, 464, 469I–469J, 512</p>
LAFS.910.SL.2.5	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.	<p>SE: 13, 29, 59, 125, 216, 298, 415, 471, 512</p> <p>TE: 13, 29, 59, 125, 216, 298, 361, 415, 438, 441, 471, 512</p>
LAFS.910.WHST.1.1	<p>Write arguments focused on discipline-specific content.</p> <p>a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.</p> <p>b. Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience’s knowledge level and concerns.</p> <p>c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p> <p>d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>e. Provide a concluding statement or section that follows from or supports the argument presented.</p>	<p>This standard is addressed throughout the entire program. Representative examples: SE: 30, 66, 86, 110, 209, 255, 262, 313, 357, 456, 481, 494</p> <p>TE: 30, 66, 86, 110, 209, 255, 262, 313, 350, 357, 456, 469I–469J, 481, 494</p>

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LAFS.910.WHST.1.2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes. a. Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic. c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts. d. Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers. e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).	This standard is addressed throughout the entire program. Representative examples: SE: 45, 86, 107, 168, 192–193, 273, 290, 295, 344, 393, 445, 467, 509 TE: 45, 86, 96, 107, 168, 192–193, 273, 290, 295, 344, 393, 445, 467, 509
LAFS.910.WHST.2.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	This standard is addressed throughout the entire program. Representative examples: SE: 59, 107, 113, 168, 244, 255, 298, 344, 376, 412, 467, 509 TE: 59, 71I–71J, 107, 113, 168, 244, 255, 298, 344, 376, 412, 467, 509
LAFS.910.WHST.2.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.	TE: 107, 168
LAFS.910.WHST.2.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.	SE: 66, 110, 168, 176, 244, 290, 344, 376, 445, 456, 464 TE: 66, 110, 168, 176, 244, 290, 344, 376, 445, 456, 464
LAFS.910.WHST.3.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.	This standard is addressed throughout the entire program. Representative examples: SE: 9, 69, 107, 176, 216, 276, 301, 344, 386, 409, 440, 499, 505 TE: 9, 43, 69, 71I–71J, 107, 176, 216, 276, 301, 303K–303L, 344, 386, 409, 440, 469I–469J, 499, 505

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LAFS.910.WHST.3.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.	This standard is addressed throughout the entire program. Representative examples: SE: 59, 66, 110, 176, 216, 219, 252, 298, 301, 376, 386, 412, 440, 464, 467, 512 TE: 59, 66, 110, 176, 216, 219, 252, 257I–257J, 298, 301, 303K–303L, 376, 386, 412, 440, 464, 467, 469I–469J, 512
LAFS.910.WHST.3.9	Draw evidence from informational texts to support analysis, reflection, and research.	This standard is addressed throughout the entire program. Representative examples: SE: 30, 92, 106–107, 168, 219, 283, 298, 344, 369, 444–445, 494 TE: 30, 92, 96, 106–107, 168, 219, 257I–257J, 283, 298, 344, 369, 444–445, 469I–469J, 494
LAFS.910.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.	This standard is addressed throughout the entire program. Representative examples: SE: 21, 59, 107, 168, 244, 276, 326, 376, 440, 467, 509 TE: 3K–3L, 21, 59, 107, 168, 244, 257I–257J, 276, 326, 376, 440, 467, 509
HE.912.C.1.3	Evaluate how environment and personal health are interrelated.	SE: 255, 106–107, 227, 353, 473, 475 TE: 255, 106–107, 190, 221H, 227, 353, 473, 475
HE.912.C.1.5	Analyze strategies for prevention, detection, and treatment of communicable and chronic diseases.	SE: 69, 301, 364, 367–369, 352, 376, 430, 479, 508 TE: 69, 301, 364, 367–369, 352, 376, 430, 479, 508
HE.912.C.1.7	Analyze how heredity and family history can impact personal health.	SE: 255, 301, 227, 338, 346, 353, 357, 376 TE: 255, 301, 303K–303L, 227, 338, 346, 353, 357, 376
MAFS.912.N-Q.1.1	Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays.	SE: 150, 255, 483 TE: 150, 255, 483
MAFS.912.N-Q.1.3	Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.	SE: 86, 185, 231, 482–483 TE: 86, 185, 231, 482–483
ELD.K12.ELL.SC.1	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Science.	TE: 4B, 222B, 234B, 286B, 304B, 328B, 382B, 396B, 434B, 470B, 498B
ELD.K12.ELL.SI.1	English language learners communicate for social and instructional purposes within the school setting.	TE: 4B, 16B, 32B, 48B, 72B, 128B, 140B, 222B, 234B, 258B, 286B, 304B, 316B, 328B, 356B, 382B, 396B, 434B, 498B