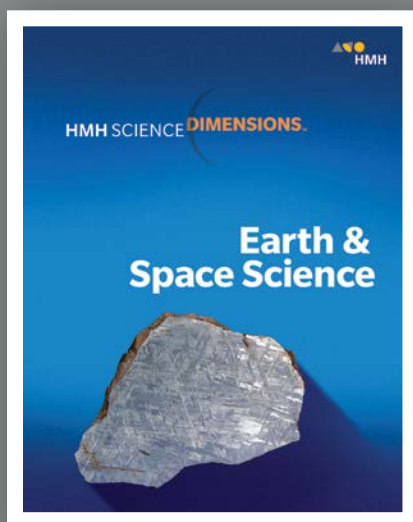


Correlation to the
Florida Course Description for
Earth/Space Science
Course Code 2001310



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Earth & Space Science
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COURSE STANDARDS/BENCHMARKS (Form IM7)

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SUBMISSION TITLE:HMH Science Dimensions Earth & Space Science ©2018

GRADE LEVEL:9–12

COURSE TITLE:Earth/Space Science

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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.912.E.5.1	Cite evidence used to develop and verify the scientific theory of the Big Bang (also known as the Big Bang Theory) of the origin of the universe.	SE: 285–293 TE: 285–293, 284B
SC.912.E.5.2	Identify patterns in the organization and distribution of matter in the universe and the forces that determine them.	SE: 277–278, 180–181, 184, 193–196, 199–200, 209, 260, 275–276 TE: 277–278, 175I–175J, 176B, 180–181, 184, 193–196, 199–200, 209, 260, 270B, 275–276
SC.912.E.5.3	Describe and predict how the initial mass of a star determines its evolution.	SE: 263–265, 258–259 TE: 263–265, 252B, 258–259
SC.912.E.5.4	Explain the physical properties of the Sun and its dynamic nature and connect them to conditions and events on Earth.	SE: 207–219, 253–256, 298–302, 537 TE: 207–219, 253–256, 175H, 206B, 298–302, 537
SC.912.E.5.5	Explain the formation of planetary systems based on our knowledge of our Solar System and apply this knowledge to newly discovered planetary systems.	SE: 180–184, 188 TE: 175I–175J, 180–184, 176B, 188
SC.912.E.5.6	Develop logical connections through physical principles, including Kepler's and Newton's Laws about the relationships and the effects of Earth, Moon, and Sun on each other.	SE: 193–201, 208–209 TE: 193–201, 175I–175J, 192B, 208–209
SC.912.E.5.9	Analyze the broad effects of space exploration on the economy and culture of Florida.	This Benchmark is beyond the scope of <i>HMH Science Dimensions Earth & Space Science</i> .

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SC.912.E.5.11	Distinguish the various methods of measuring astronomical distances and apply each in appropriate situations.	SE: 244–245, 273–274, 197, 275–276 TE: 244–245, 273–274, 197, 270B, 275–276
SC.912.E.6.1	Describe and differentiate the layers of Earth and the interactions among them.	SE: 309–320, 48, 355–357, 383–385 TE: 309–320, 48, 60B, 63, 308B, 355–357, 383–385
SC.912.E.6.2	Connect surface features to surface processes that are responsible for their formation.	SE: 409–424, 451, 455–461, 393–403, 429–433, 501 TE: 391I–391J, 409–424, 451, 455–461, 391H, 392B, 393–403, 408B, 428B, 429–433, 454B, 501
SC.912.E.6.3	Analyze the scientific theory of plate tectonics and identify related major processes and features as a result of moving plates.	SE: 325–334, 345–357, 364–365, 367–370, 13, 319, 382–385, 389, 429–431, 433–437 TE: 307K–307L, 325–334, 345–357, 364–365, 367–370, 13, 308B, 319, 324B, 338B, 382–385, 389, 428B, 429–431, 433–437, 557I–557J
SC.912.E.6.4	Analyze how specific geologic processes and features are expressed in Florida and elsewhere.	SE: 412, 451, 473–475, 413–416, 422, 463, 491, 533–534 TE: 45J, 391H, 412, 451, 453H, 473–475, 137, 307J, 392B, 408B, 413–416, 422, 454B, 463, 491, 533–534
SC.912.E.6.5	Describe the geologic development of the present day oceans and identify commonly found features.	SE: 332–333, 347–348, 357, 367–368, 389, 587–588, 329, 431, 591 TE: 332–333, 347–348, 357, 367–368, 389, 587–588, 307K–307L, 329, 431, 591
SC.912.E.7.1	Analyze the movement of matter and energy through the different biogeochemical cycles, including water and carbon.	SE: 92–94, 99–101, 212, 470–471, 24, 48, 95–98, 109, 463, 477, 496, 499–500 TE: 92–94, 99–101, 212, 470–471, 24, 48, 90B, 95–98, 109, 454B, 463, 477, 496, 499–500
SC.912.E.7.2	Analyze the causes of the various kinds of surface and deep water motion within the oceans and their impacts on the transfer of energy between the poles and the equator.	SE: 52–53, 503–507, 6–9 TE: 45K–45L, 52–53, 503–507, 6–9
SC.912.E.7.3	Differentiate and describe the various interactions among Earth systems, including: atmosphere, hydrosphere, cryosphere, geosphere, and biosphere.	SE: 21–24, 91–94, 99–101, 109, 211–212, 470–471, 499–501, 641–647, 5–7, 11, 13, 16, 53, 76, 397, 477, 496, 515, 602, 638 TE: 21–24, 91–94, 99–101, 109, 211–212, 470–471, 499–501, 641–647, 3I–3J, 5–7, 11, 13, 16, 20B, 53, 76, 90B, 206B, 392B, 397, 468B, 477, 496, 515, 602, 638
SC.912.E.7.4	Summarize the conditions that contribute to the climate of a geographic area, including the relationships to lakes and oceans.	SE: 462–464, 505–507, 533–534, 40, 213, 502–504, 531–532 TE: 462–464, 505–507, 533–534, 40, 45J, 212–213, 454B, 502–504, 530B, 531–532

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SC.912.E.7.5	Predict future weather conditions based on present observations and conceptual models and recognize limitations and uncertainties of such predictions.	SE: 516–517, 520–526, 513–515, 518–519, 548–551 TE: 493I–493J, 516–517, 520–526, 512B, 513–515, 518–519, 548–551
SC.912.E.7.6	Relate the formation of severe weather to the various physical factors.	SE: 516, 521 TE: 97, 516–517, 521
SC.912.E.7.7	Identify, analyze, and relate the internal (Earth system) and external (astronomical) conditions that contribute to global climate change.	SE: 214–218, 535–542, 555, 13, 50, 94, 372–374, 543–544, 604–605, 632, 645–646 TE: 214–218, 535–542, 555, 13, 50, 94, 147, 206B, 211, 255, 372–374, 463, 493H, 530B, 543–544, 604–605, 632, 645–646
SC.912.E.7.8	Explain how various atmospheric, oceanic, and hydrologic conditions in Florida have influenced and can influence human behavior, both individually and collectively.	SE: 40, 627–629, 631–632, 376, 482–483, 541–543, 622–623 TE: 40, 627–629, 631–632, 45J, 307J, 376, 482–483, 541–543, 619H–619J, 620B, 622–623
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: 617 TE: 617
SC.912.L.15.8	Describe the scientific explanations of the origin of life on Earth.	SE: 582 TE: 582

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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: xxiv–xxvii, 43, 51, 69, 97, 109, 141, 229, 266, 288, 305, 389, 418, 423, 434, 451, 456, 464, 491, 514, 526, 555, 574, 595, 617, 639, 643, 646, 659</p> <p>TE: 3I–3J, 45K–45L, 175I–175J, 231K–231K, 307K–307L, 391I–391J, 453I–453J, 493I–493J, 557I–557J, T80–T83, 43, 51, 69, 97, 109, 141, 229, 266, 288, 305, 389, 418, 423, 434, 451, 456, 464, 491, 514, 526, 555, 574, 595, 617, 639, 643, 646, 659</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>This Benchmark is addressed throughout the entire program. Representative examples:</p> <p>SE: 56, 86, 124, 170, 218, 248, 305, 386, 424, 484, 521, 574, 617, 643</p> <p>TE: 45I, 56, 86, 124, 170, 175I–1785J, 218, 248, 305, 307K–307L, 386, 424, 484, 521, 557I–557J, 574, 617, 643</p>
SC.912.N.1.5	<p>Describe and provide examples of how similar investigations conducted in many parts of the world result in the same outcome.</p>	<p>This Benchmark is beyond the scope of <i>HMH Science Dimensions Earth & Space Science</i> .</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.	<p>This Benchmark is addressed throughout the entire program. Representative examples: SE: 12–13, 28–29, 31, 73–74, 79–81, 94, 187, 206, 247, 262, 286, 310–317, 354, 389, 472, 524–525, 563–570, 600</p> <p>TE: 12–13, 28–29, 31, 73–74, 79–81, 94, 187, 206, 247, 262, 286, 310–317, 354, 389, 472, 524–525, 563–570, 600</p>
SC.912.N.2.4	Explain that scientific knowledge is both durable and robust and open to change. Scientific knowledge can change because it is often examined and re-examined by new investigations and scientific argumentation. Because of these frequent examinations, scientific knowledge becomes stronger, leading to its durability.	<p>SE: 191, 270, 329</p> <p>TE: 191, 270, 329</p>
SC.912.N.2.5	Describe instances in which scientists' varied backgrounds, talents, interests, and goals influence the inferences and thus the explanations that they make about observations of natural phenomena and describe that competing interpretations (explanations) of scientists are a strength of science as they are a source of new, testable ideas that have the potential to add new evidence to support one or another of the explanations.	<p>SE: 16, 294, 424</p> <p>TE: 16, 294, 424</p>
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.	<p>SE: 217</p> <p>TE: 217</p>
SC.912.N.3.5	Describe the function of models in science, and identify the wide range of models used in science.	<p>This Benchmark is addressed throughout the entire program. Representative examples: SE: 14–15, 24–32, 95–98, 53, 75–76, 109, 177–179, 280, 288, 310, 329, 354, 451, 523–525, 539–541, 604–605</p> <p>TE: 14–15, 24–32, 95–98, 3I–3J, 53, 75–76, 109, 175I–175J, 177–179, 280, 288, 310, 329, 354, 451, 523–525, 539–541, 604–605</p>
SC.912.N.4.1	Explain how scientific knowledge and reasoning provide an empirically-based perspective to inform society's decision making.	<p>SE: 94, 114, 118, 173, 404, 482–483, 632, 640</p> <p>TE: 94, 112B, 114, 118, 173, 404, 482–483, 632, 640</p>
SC.912.P.10.4	Describe heat as the energy transferred by convection, conduction, and radiation, and explain the connection of heat to change in temperature or states of matter.	<p>SE: 47–48, 56, 52–53, 75, 162, 210–212, 254, 318, 355, 462–464, 497</p> <p>TE: 45K–45L, 47–48, 56, 457, 6, 52–53, 75, 162, 210–212, 254, 318, 355, 462–464, 497, 503</p>
SC.912.P.10.10	Compare the magnitude and range of the four fundamental forces (gravitational, electromagnetic, weak nuclear, strong nuclear).	<p>SE: 199–201, 271, 278</p> <p>TE: 199–201, 271, 278</p>
SC.912.P.10.11	Explain and compare nuclear reactions (radioactive decay, fission and fusion), the energy changes associated with them and their associated safety issues.	<p>SE: 55, 253–254, 263–265, 572–573</p> <p>TE: 46B, 55, 183, 252B, 253–254, 263–265, 572–573</p>

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SC.912.P.10.16	Explain the relationship between moving charges and magnetic fields, as well as changing magnetic fields and electric fields, and their application to modern technologies.	SE: 135, 317 TE: 135, 317
C.912.P.10.18	Explore the theory of electromagnetism by comparing and contrasting the different parts of the electromagnetic spectrum in terms of wavelength, frequency, and energy, and relate them to phenomena and applications.	SE: 234–236, 237–239, 240–243, 245–247, 248, 258, 277, 287 TE: 234–236, 212B, 237–239, 240–243, 245–247, 248, 258, 277, 287
SC.912.P.10.19	Explain that all objects emit and absorb electromagnetic radiation and distinguish between objects that are blackbody radiators and those that are not.	SE: 245–246 TE: 245–246
SC.912.P.10.20	Describe the measurable properties of waves and explain the relationships among them and how these properties change when the wave moves from one medium to another.	SE: 234, 313, 375 TE: 234, 242, 313, 375
SC.912.P.12.2	Analyze the motion of an object in terms of its position, velocity, and acceleration (with respect to a frame of reference) as functions of time.	SE: 197–198, 244 TE: 175I–175J, 192B, 197–198, 244
SC.912.P.12.4	Describe how the gravitational force between two objects depends on their masses and the distance between them.	SE: 199–201 TE: 199–201
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: 43, 131, 238, 334, 380, 404, 570 TE: 22, 43, 131, 133, 181, 238, 265, 334, 380, 404, 430, 470, 524, 570, 605
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: 24, 99–100, 153, 236, 277, 316, 394, 424, 438, 582, 606 TE: 24, 99–100, 153, 236, 277, 316, 394, 424, 438, 582, 606, 623
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: 288, 526, 574, 69, 97, 118, 124, 266, 418, 423, 434, 456, 504, 595, 606, 639, 643, 646 TE: 288, 526, 574, 69, 97, 118, 124, 266, 418, 423, 434, 456, 504, 595, 606, 639, 643, 646
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: 61, 310, 332 TE: 4B, 45I, 61, 111G, 175G, 206B, 270B, 307I, 310, 332, 348, 428B, 453G, 493G, 557G, 592, 620B

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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).	<p>This standard is addressed throughout the entire program. Representative examples: SE: 48, 96, 149, 214, 276, 305, 345, 471, 520, 534, 623</p> <p>TE: 48, 60B, 70, 96, 112B, 131, 149, 214, 231I, 276, 305, 307I, 324B, 345, 351, 355, 392B, 468B, 471, 520, 534, 623</p>
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 Earth & Space Science</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.	<p>This standard is addressed throughout the entire program. Representative examples: SE: 24, 94, 147, 180, 216, 310, 389, 438, 471, 532, 595, 623</p> <p>TE: 24, 94, 147, 180, 216, 310, 389, 438, 471, 532, 595, 623</p>
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.	<p>SE: 536</p> <p>TE: 536</p>
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.	<p>SE: 228, 490, 616</p> <p>TE: 228, 490, 616</p>
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.	<p>This standard is addressed throughout the entire program. Representative examples: SE: 20–33, 90–103, 146–163, 192–203, 270–281, 338–359, 408–425, 468–485, 512–537, 578–596, 636–653</p> <p>TE: 20–33, 90–103, 146–163, 192–203, 270–281, 338–359, 408–425, 468–485, 512–537, 578–596, 636–653</p>

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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: 98, 115, 173, 237, 286, 357, 403, 458, 521, 555, 621 TE: 16, 52, 98, 115, 133, 173, 196, 237, 245, 286, 349, 357, 397, 403, 436, 458, 475, 521, 544, 555, 581, 621, 630
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.	This standard is addressed throughout the entire program. Representative examples: SE: 32, 106, 170, 188, 226, 302, 320, 386, 389, 448, 488, 552, 614, 656 TE: 32, 106, 170, 188, 226, 302, 320, 386, 389, 448, 488, 552, 614, 656
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.	SE: 592 TE: 592
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.	This standard is addressed throughout the entire program. Representative examples: SE: 43, 56, 109, 226, 294, 386, 451, 491, 617, 659 TE: 43, 56, 109, 226, 231K–231L, 294, 386, 451, 491, 505, 592, 617, 659
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.	SE: 56, 574 TE: 56, 66, 474, 481, 505, 574

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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:</p> <p>SE: 57, 125, 142, 188, 202, 229, 305, 389, 485, 508, 544, 659</p> <p>TE: 57, 125, 142, 188, 202, 229, 305, 389, 485, 508, 544, 659</p>
LAFS.910.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 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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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).</p>	<p>This standard is addressed throughout the entire program. Representative examples:</p> <p>SE: 43, 86, 162, 229, 249, 294, 326, 358, 424, 491, 552, 607</p> <p>TE: 43, 86, 162, 229, 249, 294, 326, 330, 358, 424, 491, 552, 557I–557J, 607</p>
LAFS.910.WHST.2.4	<p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>	<p>This standard is addressed throughout the entire program. Representative examples:</p> <p>SE: 43, 106, 226, 229, 302, 389, 448, 484, 508, 555, 617</p> <p>TE: 43, 106, 226, 229, 302, 389, 414, 448, 453H, 484, 508, 555, 617</p>

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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.	This standard is beyond the scope of <i>HMH Science Dimensions Earth & Space Science</i> .
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: 40, 106, 226, 302 TE: 40, 106, 229, 226, 302
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: 32, 86, 106, 188, 226, 294, 305, 389, 448, 484, 508, 552, 617, 659 TE: 32, 86, 106, 111I–111J, 188, 226, 231K–231L, 294, 305, 389, 448, 453I–453J, 484, 508, 552, 617, 659
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: 106, 170, 226, 302, 386, 389, 448, 488, 552, 595, 614, 656 TE: 45I, 106, 170, 226, 302, 386, 389, 448, 488, 552, 595, 614, 656
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: 5, 79, 131, 142, 229, 249, 305, 389, 405, 424, 479, 544, 574, 607, 617, 647 TE: 5, 79, 131, 142, 229, 249, 305, 389, 405, 424, 479, 544, 557I–557J, 574, 607, 617, 647
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: 32, 43, 86, 142, 170, 229, 294, 359, 389, 424, 488, 552, 614, 659 TE: 32, 43, 86, 111I–111J, 142, 170, 229, 294, 359, 389, 424, 453I–453J, 488, 552, 614, 619I–619J, 659
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: 258, 482 TE: 258, 272, 274, 482
MAFS.912.N-Q.1.3	Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.	This standard is beyond the scope of <i>HMH Science Dimensions Earth & Space Science</i> .
ELD.K12.ELL.SC.1	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Science.	This standard is addressed throughout the entire program. Representative examples: TE: 66, 128B, 270B, 324B, 455, 468B, 471, 476, 530B
ELD.K12.ELL.SI.1	English language learners communicate for social and instructional purposes within the school setting.	This standard is addressed throughout the entire program. Representative examples: TE: 66, 116, 153, 270B, 324B, 455, 468B, 471, 476