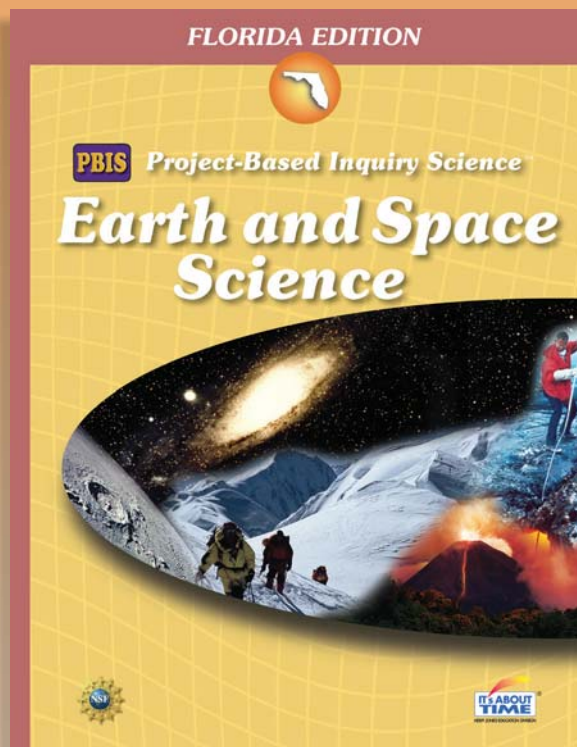




Florida Edition

Project-Based Inquiry Science Earth and Space Science

**CORRELATION
FLORIDA DEPARTMENT OF EDUCATION
INSTRUCTIONAL MATERIALS CORRELATION
COURSE STANDARDS**



Subject:	Science
Grade Level:	6–8
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Correlation of Florida Next Generation Sunshine State Standards to *Project-Based Inquiry Science: Earth and Space Science*

Florida Next Generation Sunshine State Standards	Project-Based Inquiry Science: Earth/Space Science
Scheme and Descriptor	
Strand: Health Literacy: CONCEPTS	
Standard 1: Comprehend concepts related to health promotion and disease prevention to enhance health.	
HE.6.C.1.3 Identify environmental factors that affect personal health.	Weather Watch Introduction p. 3 LS2: pp. 77-78 Address the Big Challenge: pp. 263-280
Strand: Literary Analysis	
Standard 2: Nonfiction	
LA.6.2.2.3 The student will organize information to show understanding (e.g., representing main ideas within text through charting, mapping, paraphrasing, summarizing, or comparing/contrasting).	<p>Digging In LS1: pp. 6-7, 10, 12, 18, 24, LS2: 30, 33, 37-38 LS3: pp. 48, 50-52, 54, 62-63, 67, 70-71, 82, 86, 93, 102, 105, 108, 111, 112-113, 114, 116, 118-119, 120, 123</p> <p>Weather Watch Introduction: pp. 7-8 LS1: pp. 22, 32-33, 55, 58, 60 LS2: pp. 66, 75, 95, 99, 107-108, 118-119, 122, 124, 126 LS3: pp. 134, 154-155, 163, 165-166 LS4: pp. 181, 191-194, 200-201, 204-205, 211, 213, 225-227, 235, 237, 240-241, 243-244, 253-254, 258-259 Address the Big Challenge: pp. 275-278</p> <p>Ever-Changing Earth Introduction: pp. 28, 30-32 LS1: pp. 36-37, 42-46, 49-51, 58 LS2: pp. 62-63, 68, 80-82, 83-84, 88-90 LS3: pp. 94-95, 104, 128-130, 137-140, 146-148 LS4: pp. 151-152, 156-158, 169-170 LS5: pp. 174-176, 179, 187, 199, 203-206, 209, 211, LS6: pp. 218, 220, 246, 248 Answer the Big Question: pp. 249-250</p> <p>Astronomy Introduction: pp. 10-12 LS1: pp. 15-17, 38, 45, 49, 56, 61-64 LS2: pp. 67, 71, 78-79, 83, 85, 96, 108, 112, 116, 118 LS3: pp. 123, 125, 131, 135, 145, 165-166 LS4: pp. 172, 191, 194, 208, 211, 224 Answer the Big Question: pp. 225-227</p>

Scheme and Descriptor

Strand: Writing Applications

Standard 2: Informative

LA.6.4.2.2

The student will record information (e.g., observations, notes, lists, charts, legends) related to a topic, including visual aids to organize and record information and include a list of sources used.

Digging In

LS1: pp. 6-7, 10, 12, 18, 24

LS2: pp. 33, 37-38

LS3: pp. 48, 50-52, 54, 62-63, 67, 82, 86, 93, 102, 105, 108, 111, 112-113, 116, 118-119, 120, 123

More to Learn: pp. 132

Weather Watch

Introduction: pp. 7-8

LS1: pp. 22, 32-33, 55, 58, 60

LS2: pp. 66, 75, 95, 99, 107-108, 118-119, 122, 124, 126

LS3: pp. 134, 154-155, 163, 165-166

LS4: pp. 181, 191-194, 200-201, 204-205, 211, 213, 225-227, 235, 237, 240-241, 243-244, 253-254, 258-259

Address the Big Challenge: pp. 275-278

Ever-Changing Earth

Introduction: pp. 28, 30-32

LS1: pp. 36-37, 42-46, 49-51, 58

LS2: pp. 62-63, 68, 83-84, 88-90

LS3: pp. 94-95, 104, 128-130, 137-140, 146-148

LS4: pp. 151-152, 156-158, 169-170

LS5: pp. 174-176, 179, 187, 203, 206, 209, 211

LS6: pp. 218, 220, 246, 248

Answer the Big Question: pp. 249-250

Astronomy

Introduction: pp. 10-12

LS1: pp. 15-17, 38, 45, 49, 56, 61-64

LS2: pp. 67, 71, 78-79, 83, 85, 96, 108, 112, 116, 118

LS3: pp. 123, 125, 131, 135, 145, 165-166

LS4: pp. 172, 191, 194, 208, 211, 224

Answer the Big Question: pp. 226-227

Big Idea 3: Write, interpret, and use mathematical expressions and equations.

MA.6.A.3.6

Construct and analyze tables, graphs, and equations to describe linear functions and other simple relations using both common language and algebraic notation.

Digging In

LS2: pp. 32-33

Weather Watch

LS2: pp. 81-82

Astronomy

LS3: pp. 129-130

Using Mathematics to Record and Analyze Data

MA.6.S.6.2

Select and analyze the measures of central tendency or variability to represent, describe, analyze, and/or summarize a data set for the purposes of answering questions appropriately.

Using Mathematics to Record and Analyze Data

<p style="text-align: center;">Florida Next Generation Sunshine State Standards</p>	<p style="text-align: center;">Project-Based Inquiry Science: Earth/Space Science</p>
<p style="text-align: center;">Scheme and Descriptor</p>	
<p>SC.8.E.5.9 Explain the impact of objects in space on each other including:</p> <ol style="list-style-type: none"> 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. 	<p>Astronomy LS2: pp. 66-70, 72, 80-81, 82-84, 86-88, 93-94, 105-106, 108-111, 113-114 LS3: pp. 138, 140-141</p>
<p>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.</p>	<p>Ever-Changing Earth LS1: p. 47 Astronomy LS1: pp. 18, 29-32, 33-36, LS4: pp. 167-168, 169, 206, 210, 212-217, 219-222</p>
<p>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.</p>	<p>Astronomy LS4: pp. 189-190, 192, 195-196</p>
<p>SC.8.E.5.12 Summarize the effects of space exploration on the economy and culture of Florida.</p>	<p>Astronomy LS4: pp. 219-222</p>
<p>Big Idea 6: Earth Structures Over geologic time, internal and external sources of energy have continuously altered the features of Earth by means of both constructive and destructive forces. All life, including human civilization, is dependent on Earth’s internal and external energy and material resources.</p>	
<p>SC.6.E.6.1 Describe and give examples of ways in which Earth’s surface is built up and torn down by physical and chemical weathering, erosion, and deposition.</p>	<p>Digging In LS3: pp. 47-48, 52, 55-62, 64-66, 69-71, 77, 78, 84-85, 87-91, More to Learn: p. 128 Astronomy LS1: pp. 42-44</p>
<p>SC.6.E.6.2 Recognize that there are a variety of different landforms on Earth’s surface such as coastlines, dunes, rivers, mountains, glaciers, deltas, and lakes and relate these landforms as they apply to Florida.</p>	<p>Digging In More to Learn: pp. 128-132</p>
<p>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.</p>	<p>Ever-Changing Earth LS2: pp. 65-66, 71, 72-73, 76-78 LS4: p. 153</p>

Florida Next Generation Sunshine State Standards	Project-Based Inquiry Science: Earth/Space Science
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<p>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).</p>	<p>Ever-Changing Earth LS5: pp. 190-192, 212-214</p>
<p>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.</p>	<p>Ever-Changing Earth More to Learn: pp. 252-253</p>
<p>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.</p>	<p>Ever-Changing Earth More to Learn: pp. 251-252</p>
<p>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.</p>	<p>Ever-Changing Earth LS2: pp. 60-63, 65-66, 74-75 LS3: pp. 92, 97-98, 106-107, 117, 123, 141, 144 LS4: pp. 150, 164-167, LS5: 190-192, 194-198, 202, 203 LS6: pp. 216-218, 222, 224-233, 237-238, 241-243, 245-247 Answer the Big Question: pp. 249-250 More to Learn: pp. 254, 256-258</p>
<p>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.</p>	<p>Digging In LS3: pp. 56-62, 84-85</p>
<p>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.</p>	<p>Digging In Introduction: p. 28 Ever-Changing Earth LS2: pp. 65-66, 72-73, 74-75 LS3: pp. 97-103, 106-107, 114, 117, 123 LS5: pp. 172, 180-187, 190-193, 194-197, 202, 203 LS6: pp. 216-218, 222, 224-233, 239-240, 245-247</p>
<p>Big Idea 7: Earth Systems and Patterns The scientific theory of the evolution of Earth states that changes in our planet are driven by the flow of energy and the cycling of matter through dynamic interactions among the atmosphere, hydrosphere, cryosphere, geosphere, and biosphere, and the resources used to sustain human civilization on Earth.</p>	
<p>SC.6.E.7.1 Differentiate among radiation, conduction, and convection, the three mechanisms by which heat is transferred through Earth’s system.</p>	<p>Weather Watch LS2: pp. 72-74, 76 LS3: pp. 144, 149, 150 LS4: pp. 196-203, 206-210, 219-220, 224-225</p>

<p align="center">Florida Next Generation Sunshine State Standards</p>	<p align="center">Project-Based Inquiry Science: Earth/Space Science</p>
<p align="center">Scheme and Descriptor</p>	
<p>SC.6.E.7.2 Investigate and apply how the cycling of water between the atmosphere and hydrosphere has an effect on weather patterns and climate.</p>	<p>Weather Watch LS3: pp. 136, 139, 140</p>
<p>SC.6.E.7.3 Describe how global patterns such as the jet stream and ocean currents influence local weather in measurable terms such as temperature, air pressure, wind direction and speed, and humidity and precipitation.</p>	<p>Weather Watch LS1: pp. 19-21, 23, 24-28, 30, 34, 55-56 LS2: pp. 62-63, 66, 67-74, 90-101, 102-107 LS3: pp. 129-133, 158-159, 162 LS4: pp. 170-181, 188-213, 219-241, 256-262</p>
<p>SC.6.E.7.4 Differentiate and show interactions among the geosphere, hydrosphere, cryosphere, atmosphere, and biosphere.</p>	<p>Weather Watch LS4: pp. 260-262 Ever-Changing Earth LS2: pp. 86-87</p>
<p>SC.6.E.7.5 Explain how energy provided by the sun influences global patterns of atmospheric movement and the temperature differences between air, water, and land.</p>	<p>Weather Watch LS2: pp. 72-74, 76, 83, 86-87, 90, 102-103, 110-111, 115-116, 120 LS3: pp. 144-145, 149, 150, 156 LS4: pp. 188-190, 196-203, 207-210, 220-226</p>
<p>SC.6.E.7.6 Differentiate between weather and climate.</p>	<p>Weather Watch LS1: pp. 19-20, 36-37, 57 LS4: pp. 224-225 Address the Big Challenge: p. 281</p>
<p>SC.6.E.7.7 Investigate how natural disasters have affected human life in Florida.</p>	<p>Weather Watch Introduction: p. 3 LS1: pp. 59-60 LS2: pp. 123-126 LS3: pp. 166-168 LS4: pp. 250-252 Address the Big Challenge: pp. 263-280</p>
<p>SC.6.E.7.8 Describe ways human beings protect themselves from hazardous weather and sun exposure.</p>	<p>Weather Watch Introduction: p. 4-6 LS2: pp. 77-78, 117 Address the Big Challenge: pp. 263-280</p>
<p>SC.6.E.7.9 Describe how the composition and structure of the atmosphere protects life and insulates the planet.</p>	<p>Weather Watch LS4: pp. 214-218 Ever-Changing Earth LS2: pp. 86-87</p>

Florida Next Generation Sunshine State Standards	Project-Based Inquiry Science: Earth/Space Science	
Scheme and Descriptor		
Big Idea 1: The Practice of Science		
A: Scientific inquiry is a multifaceted activity: The processes of science include the formulation of scientifically investigable questions, construction of investigations into those questions, the collection of appropriate data, the evaluation of the meaning of those data, and the communication of this evaluation.		
B: The processes of science frequently do not correspond to the traditional portrayal of “the scientific method.”		
C: Scientific argumentation is a necessary part of scientific inquiry and plays an important role in the generation and validation of scientific knowledge.		
D: Scientific knowledge is based on observation and inference; it is important to recognize that these are very different things. Not only does science require creativity in its methods and processes, but also in its questions and explanations.		
SC.6.N.1.1 Define a problem from the sixth grade curriculum, use appropriate reference materials to support scientific understanding, plan and carry out scientific investigation of various types, such as systematic observations or experiments, identify variables, collect and organize data, interpret data in charts, tables, and graphics, analyze information, make predictions, and defend conclusions.	Digging In LS3: pp. 69-76, 94-99, 100-105 Weather Watch LS2: pp. 62-66 LS3: pp. 129-134 LS4: pp. 170-179, 196-200, 207-209, 220-226	
SC.6.N.1.2 Explain why scientific investigations should be replicable.	What Is Science? WS pp. 1-2 Digging In LS2: pp. 34-36, 37-38	
SC.6.N.1.3 Explain the difference between an experiment and other types of scientific investigation, and explain the relative benefits and limitations of each.	What Is Science? WS pp. 1-2 Digging In LS3: pp. 53, 55-63 Weather Watch LS3: p. 152 Ever-Changing Earth LS5: pp. 173-178	

<p style="text-align: center;">Florida Next Generation Sunshine State Standards</p>	<p style="text-align: center;">Project-Based Inquiry Science: Earth/Space Science</p>
<p style="text-align: center;">Scheme and Descriptor</p>	
<p>SC.6.N.1.4 Discuss, compare, and negotiate methods used, results obtained, and explanations among groups of students conducting the same investigation.</p>	<p>Digging In LS2: pp. 32, 37-38 LS3: pp. 94, 99, 103-104</p> <p>Weather Watch Introduction: pp. 5-8 LS1: pp. 18, 33,50-51, 56-58 LS2: pp. 95-98, 100, 113, 121 LS3: pp. 142, 155, 166 LS4: pp. 180, 187, 211, 221, 240, 243, 258 Address the Big Challenge: pp. 275-280</p> <p>Ever-Changing Earth LS3: pp. 123-124, 126, 128-130 LS5: pp. 205-206 LS6: pp. 219-220</p> <p>Astronomy LS1: pp. 16, LS2: 92-93, 95 LS4: p. 171</p>
<p>SC.6.N.1.5 Recognize that science involves creativity, not just in designing experiments, but also in creating explanations that fit evidence.</p>	<p>What Is Science? WS p. 1</p> <p>Digging In LS3: pp. 78-81, 83, 106-109</p> <p>Weather Watch LS1: pp. 23-31</p> <p>Ever-Changing Earth LS2: pp. 88-90 LS3: pp. 145-147 LS4: pp. 168-170 LS5: pp. 207-211 LS6: pp. 245-248 Answer the Big Question: pp. 249-250</p> <p>Astronomy LS1: pp. 41, 42-44, 57, 60-62 LS2: pp. 73-75, 77-78, 82-85, 88-95, 115-117 LS3: pp. 164-166 LS4: pp. 223-224</p>
<p>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>	<p>Digging In LS2: pp. 31-33, 37-38</p> <p>Weather Watch LS2: pp. 62-66</p> <p>Ever-Changing Earth LS3: pp. 131-140 LS4: pp. 153-158 LS6: pp. 241-244</p>

Florida Next Generation Sunshine State Standards	Project-Based Inquiry Science: Earth/Space Science
Scheme and Descriptor	
SC.7.N.1.2 Differentiate replication (by others) from repetition (multiple trials).	What Is Science? WS p. 2 Digging In LS2: p. 34
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.	What Is Science? WS p. 2 Digging In LS2: pp. 34-35 LS3: pp. 53-62, 68
SC.7.N.1.4 Identify test variables (independent variables) and outcome variables (dependent variables) in an experiment.	Digging In LS3: pp. 69, 75 Astronomy LS1: pp. 20-22
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.	Digging In LS1: pp. 9-11, 13, 14-15, 16, 26-27 LS2: p. 42 Ever-Changing Earth LS2: pp. 67, 70 Astronomy LS1: pp. 18, 25-26 LS4: pp. 190, 192, 195-196, 198, 200
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.	What Is Science? WS p. 3 Weather Watch LS3: pp. 146-147 LS4: pp. 191-194, 200-201, 204-205, 211, 213, 225-226, 235-236, 240, 253-254, 258 Astronomy LS4: pp. 205-206, 210
SC.7.N.1.7 Explain that scientific knowledge is the result of a great deal of debate and confirmation within the science community.	What Is Science? WS pp. 4-5 Astronomy LS3: pp. 146-147, 152-154, 157-161 LS4: pp. 205-206, 209, 210

Florida Next Generation Sunshine State Standards	Project-Based Inquiry Science: Earth/Space Science
Scheme and Descriptor	
<p>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.</p>	<p>Astronomy LS1: pp. 21-27</p>
<p>SC.8.N.1.2 Design and conduct a study using repeated trials and replication.</p>	<p>Digging In LS2: pp. 36, 37-38</p>
<p>SC.8.N.1.5 Analyze the methods used to develop a scientific explanation as seen in different fields of science.</p>	<p>Digging In LS1: pp. 9, 11, 13, 14-15, 16, 26-27 LS2: pp. 31-33, 42 LS3: pp. 62-63, 67, 100-105</p> <p>Weather Watch LS2: pp. 88-89, 99-100, 106-108, 118-119, 121, 124 LS3: pp. 154-155, 167</p> <p>Ever-Changing Earth LS2: pp. 67, 70</p>
<p>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.</p>	<p>What Is Science?</p> <p>Digging In LS2: pp. 31-33, 37-38, 39-41 LS3: pp. 72-75, 96-99, 100-105</p> <p>Weather Watch LS1: pp. 32-33, 38-39, 55-56 LS2: pp. 79-82, 91-100, 104-107, 111-113, 118-119, 121, 124 LS3: pp. 129-133, 136-138, 154-155, 167</p> <p>Ever-Changing Earth LS2: pp. 88-90 LS3: pp. 145-148 LS4: pp. 168-170 LS5: pp. 207-211 LS6: pp. 245-247 Answer the Big Question: pp. 249-250</p> <p>Astronomy LS1: pp. 42-46 LS2: pp. 73-78, 82-85, 88-93 LS4: pp. 223-224</p>

Florida Next Generation Sunshine State Standards	Project-Based Inquiry Science: Earth/Space Science
Scheme and Descriptor	
Big Idea 2: The Characteristics of Scientific Knowledge	
A: Scientific knowledge is based on empirical evidence, and is appropriate for understanding the natural world, but it provides only a limited understanding of the supernatural, aesthetic, or other ways of knowing, such as art, philosophy, or religion.	
B: Scientific knowledge is durable and robust, but open to change.	
C: Because science is based on empirical evidence it strives for objectivity, but as it is a human endeavor the processes, methods, and knowledge of science include subjectivity, as well as creativity and discovery.	
SC.6.N.2.1 Distinguish science from other activities involving thought.	What Is Science? WS pp. 1-4 Digging In LS2: pp. 31 LS3: p. 94 Answer the Big Question: pp. 124-127 Ever-Changing Earth LS2: pp. 64, 83-84 LS4: pp. 157-158
SC.6.N.2.2 Explain that scientific knowledge is durable because it is open to change as new evidence or interpretations are encountered.	What Is Science? WS pp. 4-5 Digging In LS1: p. 23 Ever-Changing Earth LS2: pp. 88-90 LS3: pp. 131 LS3: pp. 145 LS5: p. 207 LS6: pp. 216-217, 235-236, 246 More to Learn: 251-258 Astronomy LS1: pp. 18, 25-26, 29, 51, 54 LS2: pp. 73, 76-77, 115-116 LS3: pp. 146-147, 151-154, 163 LS4: pp. 205-206, 210, 223
SC.6.N.2.3 Recognize that scientists who make contributions to scientific knowledge come from all kinds of backgrounds and possess varied talents, interests, and goals.	What Is Science? WS p. 6 Astronomy LS1: pp. 18, 25, 37 LS2: p. 66 LS3: pp. 152-154 LS4: pp. 197, 200, 203, 205-206, 212, 215, 219 Ever-Changing Earth LS3: p. 114 More to Learn: p. 254

Florida Next Generation Sunshine State Standards	Project-Based Inquiry Science: Earth/Space Science
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<p>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.</p>	<p>What Is Science? Ever-Changing Earth LS2: p. 88 LS3: pp. 105, 114 Astronomy LS1: pp. 18, 26, 51, 53, 54 LS3: pp. 146-147, 152-154</p>
<p>SC.8.N.2.1 Distinguish between scientific and pseudoscientific ideas.</p>	<p>What Is Science? WS p. 5</p>
<p>SC.8.N.2.2 Discuss what characterizes science and its methods.</p>	<p>What Is Science? Digging In Introduction: p. 3 LS3: pp. 126-127</p>
<p>Big Idea 3: The Role of Theories, Laws, Hypotheses, and Models The terms that describe examples of scientific knowledge, for example: “theory,” “law,” “hypothesis,” and “model” have very specific meanings and functions within science.</p>	
<p>SC.6.N.3.1 Recognize and explain that a scientific theory is a well-supported and widely accepted explanation of nature and is not simply a claim posed by an individual. Thus, the use of the term theory in science is very different than how it is used in everyday life.</p>	<p>What Is Science? WS pp. 4-5 Ever-Changing Earth LS3: p. 114 More to Learn: p. 258 Astronomy LS3: pp. 157-158, 160</p>
<p>SC.6.N.3.2 Recognize and explain that a scientific law is a description of a specific relationship under given conditions in the natural world. Thus, scientific laws are different from societal laws.</p>	<p>What Is Science? WS pp. 4-5</p>
<p>SC.6.N.3.3 Give several examples of scientific laws.</p>	<p>What Is Science? WS pp. 4-5</p>
<p>SC.6.N.3.4 Identify the role of models in the context of the sixth grade science benchmarks.</p>	<p>Digging In LS2: p. 31 LS3: pp. 94-99 Answer the Big Question: p. 127 Weather Watch LS2: p. 79 LS3: pp. 136-137, 139 Ever-Changing Earth LS2: pp. 64-66, 83-85 LS4: pp. 154-156 Astronomy LS3: p. 122</p>

Florida Next Generation Sunshine State Standards	Project-Based Inquiry Science: Earth/Space Science
Scheme and Descriptor	
<p>SC.7.N.3.2 Identify the benefits and limitations of the use of scientific models.</p>	<p>Digging In LS2: p. 31 LS3: pp. 95-99</p> <p>Weather Watch LS3: p. 139</p> <p>Ever-Changing Earth LS1: pp. 55-56, LS4: pp. 156-157</p> <p>Astronomy LS2: pp. 88-92 LS3: pp. 126-135, 138, 148</p>
<p>SC.8.N.3.1 Select models useful in relating the results of their own investigations.</p>	<p>Digging In LS3: pp. 106-108, 112-113, 115-116, 117, 121-122</p> <p>Ever-Changing Earth LS2: pp. 83-84</p> <p>Astronomy LS2: pp. 98, 100, 107-108, 111-112 LS3: pp. 128-131, 138-139</p>
<p>SC.8.N.3.2 Explain why theories may be modified but are rarely discarded.</p>	<p>What Is Science? WS pp. 4-5</p>
<p>Big Idea 4: Science and Society As tomorrow's citizens, students should be able to identify issues about which society could provide input, formulate scientifically investigable questions about those issues, construct investigations of their questions, collect and evaluate data from their investigations, and develop scientific recommendations based upon their findings.</p>	
<p>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.</p>	<p>What Is Science? WS p. 6</p>
<p>SC.8.N.4.2 Explain how political, social, and economic concerns can affect science, and vice versa.</p>	<p>What Is Science? WS p. 6</p>

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