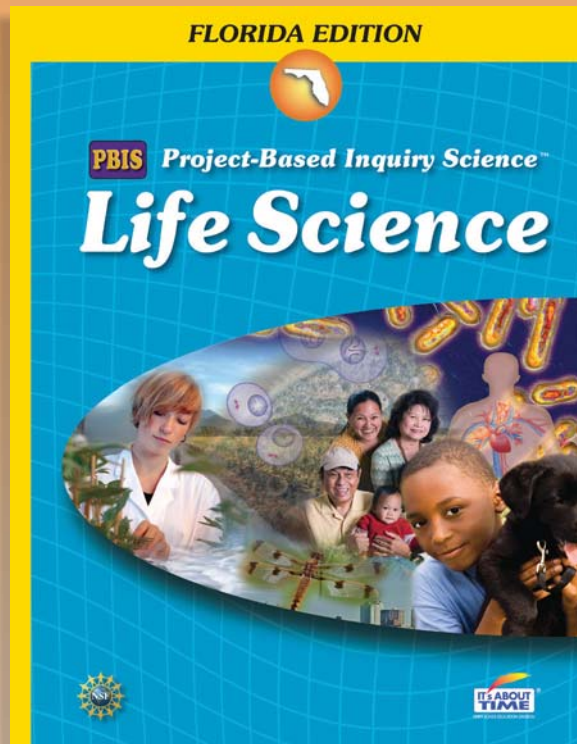




## Florida Edition

# Project-Based Inquiry Science Life Science

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



Subject:	Science
Grade Level:	6–8
Course Title:	M/J Life Science
Course Code:	2000010
Title ID:	1792
Publisher ID:	35-1637714-01

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# Correlation of Florida Next Generation Sunshine State Standards to *Project-Based Inquiry Science: Life Science*

Florida Next Generation Sunshine State Standards	<i>Project-Based Inquiry Science: Life Science</i>	
Scheme and Descriptor		
<b>Strand: Health Literacy: CONCEPTS</b>		
<b>Standard 1:</b> Comprehend concepts related to health promotion and disease prevention to enhance health.		
<b>HE.6.C.1.4</b> Recognize how heredity can affect personal health.	<b>Genetics</b> LS4: pp. 200, 209-210	
<b>Strand: Health Literacy: CONCEPTS</b>		
<b>Standard 1:</b> Comprehend concepts related to health promotion and disease prevention to enhance health.		
<b>HE.6.C.1.8</b> Explain how body systems are impacted by hereditary factors and infectious agents.	<b>Good Friends and Germs</b> LS3: pp. 121-122, 124-125	
<b>Strand: Literary Analysis</b>		
<b>Standard 2:</b> Nonfiction		
<b>LA.6.2.2.3</b> The student will organize information to show understanding (e.g., representing main ideas within text through charting, mapping, paraphrasing, summarizing, or comparing/contrasting).	<b>Animals in Action</b> Introduction: pp. 7-10 LS1: pp. 7-10, 21-25; 29-30; 36-37, 40-41 LS2: pp. 46, 48-50, 57-59, 70-71, 79, 82-83, 86-88, 92-93, 94-95, 98 LS3: pp. 101-103, 104, 106-109, 112, 115, 118-121, 124-125, 135-137, 138, 142-143, 145-146 Address the Big Challenge: pp. 148, 150, 154-155  <b>Living Together</b> Introduction: pp. 12-13 LS1: pp. 15-16, 19-20, 22, 35-36, 47-49, 53, 54, 57-58, 60 LS2: pp. 63, 66-68, 70, 86, 90 LS3: pp. 93, 95-96, 108-109, 112-114, 118, 122, 125-135, 137-138, 143-144 Answer the Big Question: pp. 159-160  <b>Good Friends and Germs</b> Introduction: pp. 7-8 LS1: pp. 10, 12-13, 17, 19 LS2: pp. 22, 26, 31-36, 44, 47-49, 57, 72, 73-76 LS3: pp. 87, 88-89, 91-92, 95-97, 99-100, 111-112, 117, 119-120, 125-126, 129-133 More to Learn: pp. 134 LS4: 144-145, 151, 154, 155-156 Answer the Big Question: pp. 158-161	

Florida Next Generation Sunshine State Standards	<i>Project-Based Inquiry Science: Life Science</i>
Scheme and Descriptor	
<p><b>LA.6.2.2.3</b> <i>(continued)</i></p>	<p><b>Genetics</b>  Introduction: pp. 11-12  LS1: pp. 15, 18-19, 20-21, 33, 36  LS2: pp. 40-44, 47-48, 73-75, 87, 90, 91, 92  LS3: pp. 100-102, 119, 139-140, 144, 163-164  LS4: pp. 170, 183, 190, 197, 211, 222-224  Address the Big Challenge: pp. 228-229  Answer the Big Question: pp. 232-234</p>
<p><b>Strand: Writing Applications</b></p>	
<p><b>Standard 2:</b> Informative</p>	
<p><b>LA.6.4.2.2</b>  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.</p>	<p><b>Animals in Action</b>  Introduction: pp. 7-10  LS1: pp. 7, 9-10,11; 21-25; 29-30; 36-37, 40-41  LS2: pp. 46, 48-50, 57-59, 70-71, 79, 82-83, 86-88, 92-93, 94-95, 98  LS3: pp. 101-103, 104, 106-109, 112, 115, 118-121, 124-125, 135-137, 138, 142-143, 145-146  Address the Big Challenge: pp. 148, 150-153</p> <p><b>Living Together</b>  Introduction: pp. 12-13  LS1: pp. 15-16, 19-20, 22, 24-25, 35-36, 47-49, 53, 54, 57-58, 60  LS2: pp. 63, 66-68, 70, 86, 90  LS3: pp. 93, 95-96. 108-109, 112-114, 118, 122, 125-135, 137-138, 143-144  Answer the Big Question: pp. 159-160</p> <p><b>Good Friends and Germs</b>  Introduction: pp. 7-8, 10, 12-13, 17, 19  LS2: pp. 22, 26, 31-36, 44, 47-49, 57, 72, 73-76  LS3: pp. 87, 88-89, 91-92, 95-97, 99-100, 111-112, 117, 119-120, 125-126, 129-133  More to Learn: p. 134  LS4: pp. 144-145, 151, 154, 155-156.  Answer the Big Question: pp. 158-161</p> <p><b>Genetics</b>  Introduction: pp. 11-12  LS1: pp. 15, 18-19, 20-21, 26, 33, 36  LS2: pp. 40-44, 47-48, 73-75, 87, 90, 91, 92  LS3: pp. 100-102, 119, 139-140, 144, 163-164  LS4: pp. 170, 183, 190, 197, 211, 222-224  Address the Big Challenge: pp. 228-229  Answer the Big Question: pp. 232-234</p>
<p><b>Big Idea 3: Write, interpret, and use mathematical expressions and equations.</b></p>	
<p><b>MA.6.A.3.6</b>  Construct and analyze tables, graphs, and equations to describe linear functions and other simple relations using both common language and algebraic notation.</p>	<p><b>Genetics</b>  LS3: pp. 106-107, 108-111  Using Mathematics to record and Analyze Data</p>

Florida Next Generation Sunshine State Standards	<i>Project-Based Inquiry Science: Life Science</i>
Scheme and Descriptor	
<b>Supporting Idea 6: Data Analysis</b>	
<p><b>MA.6.S.6.2</b> 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.</p>	<p><b>Good Friends and Germs</b> LS3: pp. 90-92, 101-104, Using Mathematics to record and Analyze Data</p>
<b>Big Idea 14:</b>	
<b>A:</b> All living things share certain characteristics.	
<b>B:</b> The scientific theory of cells, also called cell theory, is a fundamental organizing principle of life on Earth.	
<b>C:</b> Life can be organized in a functional and structural hierarchy.	
<b>D:</b> Life is maintained by various physiological functions essential for growth, reproduction, and homeostasis.	
<p><b>SC.6.L.14.1</b> Describe and identify patterns in the hierarchical organization of organisms from atoms to molecules and cells to tissues to organs to organ systems to organisms.</p>	<p><b>Good Friends and Germs</b> LS3: pp. 88-89</p>
<p><b>SC.6.L.14.2</b> Investigate and explain the components of the scientific theory of cells (cell theory): all organisms are composed of cells (single-celled or multi-cellular), all cells come from pre-existing cells, and cells are the basic unit of life.</p>	<p><b>Living Together</b> LS3: p. 97 <b>Good Friends and Germs</b> LS2: pp. 27-29 LS3: pp. 88-89, 121-123, 125 <b>Genetics</b> LS4: pp. 167, 169</p>
<p><b>SC.6.L.14.3</b> Recognize and explore how cells of all organisms undergo similar processes to maintain homeostasis, including extracting energy from food, getting rid of waste, and reproducing.</p>	<p><b>Animals in Action</b> LS1: pp. 33-35 <b>Good Friends and Germs</b> LS2: pp. 39-40 <b>Genetics</b> LS4: p. 167</p>
<p><b>SC.6.L.14.4</b> Compare and contrast the structure and function of major organelles of plant and animal cells, including cell wall, cell membrane, nucleus, cytoplasm, chloroplasts, mitochondria, and vacuoles.</p>	<p><b>Good Friends and Germs</b> LS2: pp. 28-29</p>
<p><b>SC.6.L.14.5</b> Identify and investigate the general functions of the major systems of the human body (digestive, respiratory, circulatory, reproductive, excretory, immune, nervous, and musculoskeletal) and describe ways these systems interact with each other to maintain homeostasis.</p>	<p><b>Good Friends and Germs</b> LS3: pp. 86, 94, 96-97, 100, 101, 104, 105, 108-111, 113, 117-119, 121-122, 128 More to Learn: pp. 134-142</p>

Florida Next Generation Sunshine State Standards	<i>Project-Based Inquiry Science: Life Science</i>
Scheme and Descriptor	
<p><b>SC.6.L.14.6</b> Compare and contrast types of infectious agents that may infect the human body, including viruses, bacteria, fungi, and parasites.</p>	<p><b>Good Friends and Germs</b> LS1: pp. 16-17 LS2: pp. 23-25, 37, 40, 55-57, 58-60, 64-71 LS3: pp. 98-99, 115, 117-118, 121-122 More to Learn: pp. 136, 140-142 LS4: pp. 144, 146-148, 152-154 Answer the Big Question: pp. 158-160</p>
<b>Big Idea 15: Diversity and Evolution of Living Organisms</b>	
<b>A:</b> The theory of evolution is the organizing principle of life science.	
<b>B:</b> The scientific theory of evolution is supported by multiple forms of evidence.	
<b>C:</b> Natural selection is a primary mechanism leading to change over time in organisms.	
<p><b>SC.6.L.15.1</b> Analyze and describe how and why organisms are classified according to shared characteristics with emphasis on the Linnaean system combined with the concept of Domains.</p>	<p><b>Living Together</b> LS3: pp. 95-99 <b>Good Friends and Germs</b> LS2: pp. 77-79</p>
<p><b>SC.7.L.15.1</b> Recognize that fossil evidence is consistent with the scientific theory of evolution that living things evolved from earlier species.</p>	<p><b>Genetics</b> LS3: pp. 115-116, 120-123 LS4: pp. 208</p>
<p><b>SC.7.L.15.2</b> Explore the scientific theory of evolution by recognizing and explaining ways in which genetic variation and environmental factors contribute to evolution by natural selection and diversity of organisms.</p>	<p><b>Genetics</b> LS3: pp. 116, 118 LS4: pp. 201-202, 208</p>
<p><b>SC.7.L.15.3</b> Explore the scientific theory of evolution by relating how the inability of a species to adapt within a changing environment may contribute to the extinction of that species.</p>	<p><b>Living Together</b> LS3: p. 151 <b>Genetics</b> LS3: pp. 116 LS4: p. 208</p>
<b>Big Idea 16: Heredity and Reproduction</b>	
<b>A:</b> Reproduction is characteristic of living things and is essential for the survival of species.	
<b>B:</b> Genetic information is passed from generation to generation by dna; dna controls the traits of an organism.	
<b>C:</b> Changes in the dna of an organism can cause changes in traits, and manipulation of dna in organisms has led to genetically modified organisms.	

Florida Next Generation Sunshine State Standards	<i>Project-Based Inquiry Science: Life Science</i>
Scheme and Descriptor	
<p><b>SC.7.L.16.1</b> Understand and explain that every organism requires a set of instructions that specifies its traits, that this hereditary information (DNA) contains genes located in the chromosomes of each cell, and that heredity is the passage of these instructions from one generation to another.</p>	<p><b>Genetics</b> LS2: pp. 45, 48, 82, 84 LS4: pp. 165, 201-202, 206-207</p>
<p><b>SC.7.L.16.2</b> Determine the probabilities for genotype and phenotype combinations using Punnett Squares and pedigrees.</p>	<p><b>Genetics</b> LS2: pp. 61-65, 71-75</p>
<p><b>SC.7.L.16.3</b> Compare and contrast the general processes of sexual reproduction requiring meiosis and asexual reproduction requiring mitosis.</p>	<p><b>Genetics</b> LS4: pp. 167, 179-181</p>
<p><b>SC.7.L.16.4</b> Recognize and explore the impact of biotechnology (cloning, genetic engineering, artificial selection) on the individual, society and the environment.</p>	<p><b>Genetics</b> LS3: pp. 143 LS4: pp. 186-187, 207, 209-210, 213-218</p>
<p><b>Big Idea 17: Interdependence</b></p>	
<p><b>A:</b> Plants and animals, including humans, interact with and depend upon each other and their environment to satisfy their basic needs.</p>	
<p><b>B:</b> Both human activities and natural events can have major impacts on the environment.</p>	
<p><b>C:</b> Energy flows from the sun through producers to consumers.</p>	
<p><b>SC.7.L.17.1</b> Explain and illustrate the roles of and relationships among producers, consumers, and decomposers in the process of energy transfer in a food web.</p>	<p><b>Living Together</b> LS3: pp. 119-121, 139-141</p>
<p><b>SC.7.L.17.2</b> Compare and contrast the relationships among organisms such as mutualism, predation, parasitism, competition, and commensalism.</p>	<p><b>Animals in Action</b> LS2: pp. 44, 77 <b>Living Together</b> LS3: pp. 120-122, 124, 139 <b>Genetics</b> LS3: p. 103</p>
<p><b>SC.7.L.17.3</b> Describe and investigate various limiting factors in the local ecosystem and their impact on native populations, including food, shelter, water, space, disease, parasitism, predation, and nesting sites.</p>	<p><b>Living Together</b> LS2: pp. 83-86 LS3: pp. 102-104, 106, 124-125, 127-135</p>

**Scheme and Descriptor**

**Big Idea 18: Matter and Energy Transformations**

**A:** Living things all share basic needs for life.

**B:** Living organisms acquire the energy they need for life processes through various metabolic pathways (photosynthesis and cellular respiration).

**C:** Matter and energy are recycled through cycles such as the carbon cycle.

**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.

**Living Together**

LS3: pp. 109-111

**Genetics**

LS1: pp. 32-33

**SC.8.L.18.2**

Describe and investigate how cellular respiration breaks down food to provide energy and releases carbon dioxide.

**Good Friends and Germs**

LS2: p. 28

**Living Together**

LS3: p. 111

**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.

**Living Together**

LS3: pp. 115-116

**SC.8.L.18.4**

Cite evidence that living systems follow the Laws of Conservation of Mass and Energy.

**Living Together**

LS3: pp. 141-142

**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.

<b>Florida Next Generation Sunshine State Standards</b>	<b><i>Project-Based Inquiry Science: Life Science</i></b>
<b>Scheme and Descriptor</b>	
<p><b>SC.6.N.1.1</b> 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.</p>	<p><b>Good Friends and Germs</b> LS1: pp. 11-15 LS2: pp. 41-44, 45-50, 51-54 LS3: pp. 90-93, 101-104</p> <p><b>Living Together</b> LS1: pp. 17-20, 41-44, 46-49. LS2: pp. 64-68, 70 Answer the Big Question: 152-160</p> <p><b>Genetics</b> LS1: pp. 27-31</p>
<p><b>SC.6.N.1.2</b> Explain why scientific investigations should be replicable.</p>	<p><b>What Is Science?</b> WS p. 2</p>
<p><b>SC.6.N.1.3</b> Explain the difference between an experiment and other types of scientific investigation, and explain the relative benefits and limitations of each.</p>	<p><b>What Is Science?</b> WS pp. 1-2</p> <p><b>Good Friends and Germs</b> LS1: p. 13</p>
<p><b>SC.6.N.1.4</b> Discuss, compare, and negotiate methods used, results obtained, and explanations among groups of students conducting the same investigation.</p>	<p><b>Animals in Action</b> LS1: pp. 17-18, 22; 27; 36, 39-41 LS2: pp. 45, 48, 83, 86-88, 93, 96 LS3: pp. 101-103, 107-108, 118-121, 125, 136-137, 142, 145-146 Address the Big Challenge: pp. 150, 152</p> <p><b>Good Friends and Germs</b> LS1: pp. 10, 13 LS2: pp. 22, 31-33, 43-44, 47-49, 51-54 LS3: pp. 92-93, 103-104 LS4: pp. 150-151</p> <p><b>Living Together</b> Introduction: pp. 8, 12-13 LS1: pp. 19-20, 42-44, 46-49 LS2: pp. 66-68, 70 LS3: pp. 128-129, 135-136</p> <p><b>Genetics</b> LS1: pp. 25, 36 LS2: pp. 43-44, 53, 57, 70, 92 LS3: pp. 132-133, 155 LS4: pp. 174, 176, 190, 193, 197-198</p>

<b>Florida Next Generation Sunshine State Standards</b>	<b><i>Project-Based Inquiry Science: Life Science</i></b>
<b>Scheme and Descriptor</b>	
<p><b>SC.6.N.1.5</b> Recognize that science involves creativity, not just in designing experiments, but also in creating explanations that fit evidence.</p>	<p><b>What Is Science?</b> WS p. 1</p> <p><b>Animals in Action</b> LS1: pp. 28-30 LS2: pp. 53-56, 94-95, 97 LS3: pp. 112-113, 124-125, 136-137, 142, 144-146, 147-153</p> <p><b>Good Friends and Germs</b> LS4: pp. 155-156</p> <p><b>Living Together</b> LS1: pp. 59-60 LS2: pp. 87-88</p>
<p><b>SC.7.N.1.1</b> 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><b>Living Together</b> LS2: pp. 64-68, 70 LS3: pp. 123-136 Answer the Big Question: pp. 152-160</p> <p><b>Genetics</b> LS2: pp. 71-75, 76-81 LS3: pp. 95-97, 99-102, 103, 106-113, 124-128</p>
<p><b>SC.7.N.1.2</b> Differentiate replication (by others) from repetition (multiple trials).</p>	<p><b>What Is Science?</b> WS p. 2</p> <p><b>Good Friends and Germs</b> LS3: pp. 90-92, 101-103</p>
<p><b>SC.7.N.1.3</b> Distinguish between an experiment (which must involve the identification and control of variables) and other forms of scientific investigation and explain that not all scientific knowledge is derived from experimentation.</p>	<p><b>What Is Science?</b> WS p. 2</p> <p><b>Animals in Action</b> LS1: pp. 12, 16, 22-23</p> <p><b>Good Friends and Germs</b> LS2: pp. 47-54 LS2: 62-72</p> <p><b>Genetics</b> LS3: pp. 114-117</p>
<p><b>SC.7.N.1.4</b> Identify test variables (independent variables) and outcome variables (dependent variables) in an experiment.</p>	<p><b>Living Together</b> LS2: p. 65</p> <p><b>Good Friends and Germs</b> LS2: pp. 48, 53</p>

<b>Florida Next Generation Sunshine State Standards</b>	<i><b>Project-Based Inquiry Science: Life Science</b></i>
<b>Scheme and Descriptor</b>	
<p><b>SC.7.N.1.5</b> Describe the methods used in the pursuit of a scientific explanation as seen in different fields of science such as biology, geology, and physics.</p>	<p><b>Animals in Action</b> LS1: pp. 12-13, 15-16 LS2: pp. 43, 53-55, 62 Answer the Big Question: pp. 156-157</p> <p><b>Good Friends and Germs</b> LS1: pp. 11-15 LS4: pp. 149, 151</p> <p><b>Living Together</b> LS3: pp. 102-104 Answer the Big Question: pp. 155-156, 159-160</p> <p><b>Genetics</b> LS1: pp. 27-30</p>
<p><b>SC.7.N.1.6</b> Explain that empirical evidence is the cumulative body of observations of a natural phenomenon on which scientific explanations are based.</p>	<p><b>What Is Science?</b> WS p. 3</p> <p><b>Good Friends and Germs</b> LS4: pp. 155-156</p>
<p><b>SC.7.N.1.7</b> Explain that scientific knowledge is the result of a great deal of debate and confirmation within the science community.</p>	<p><b>What Is Science?</b> WS pp. 4-5</p> <p><b>Animals in Action</b> LS3: pp. 113-115</p> <p><b>Genetics</b> LS4: pp. 203-205, 207-209</p>
<p><b>SC.8.N.1.1</b> 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><b>Animals in Action</b> LS1: pp. 21-27 LS2: pp. 47-52, 61, 64-67</p> <p><b>Living Together</b> LS2: pp. 71-72, 74-77 LS3: pp. 107-109, 112-114</p>
<p><b>SC.8.N.1.5</b> Analyze the methods used to develop a scientific explanation as seen in different fields of science.</p>	<p><b>Animals in Action</b> LS1: pp. 16-18 LS2: pp. 43, 57 Answer the Big Question: pp. 156-157</p> <p><b>Good Friends and Germs</b> LS4: p. 149</p>

<b>Florida Next Generation Sunshine State Standards</b>	<i><b>Project-Based Inquiry Science: Life Science</b></i>
<b>Scheme and Descriptor</b>	
<p><b>SC.8.N.1.6</b> 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><b>Animals in Action</b> LS1: pp. 20-27 LS2: pp. 48-51, 62, 64-67 LS3: pp. 104-108, 134-137</p> <p><b>Good Friends and Germs</b> LS1: pp. 11-14 LS2: pp. 42-44, 45-50, 51-54 LS3: pp. 90-93, 101-104, 155-156</p> <p><b>Living Together</b> LS1: pp. 41-44, 46-49 LS3: pp. 108-109, 112-114</p> <p><b>Genetics</b> LS2: pp. 73-74 LS3: pp. 96-97, 98, 99, 134-136, 159-163 LS4: pp. 182-183, 221-224</p>
<p><b>Big Idea 2: The Characteristics of Scientific Knowledge</b></p>	
<p><b>A:</b> 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.</p>	
<p><b>B:</b> Scientific knowledge is durable and robust, but open to change.</p>	
<p><b>C:</b> 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.</p>	
<p><b>SC.6.N.2.2</b> Explain that scientific knowledge is durable because it is open to change as new evidence or interpretations are encountered.</p>	<p><b>What Is Science?</b> WS pp. 4-5</p> <p><b>Animals in Action</b> LS2: pp. 87, 92 LS3: pp. 112-115</p> <p><b>Living Together</b> LS2: pp. 78-82, 88, 90 LS3: p. 99</p> <p><b>Genetics</b> LS3: pp. 115, 116-117 LS4: pp. 165, 203-204, 207-210</p>
<p><b>SC.6.N.2.3</b> Recognize that scientists who make contributions to scientific knowledge come from all kinds of backgrounds and possess varied talents, interests, and goals.</p>	<p><b>What Is Science?</b> WS p. 6</p> <p><b>Animals in Action</b> LS2: pp. 53-55</p> <p><b>Good Friends and Germs</b> LS2: pp. 59-60</p> <p><b>Genetics</b> LS3: pp. 114, 117 LS4: pp. 203-205, 207, 209</p>

Florida Next Generation Sunshine State Standards	<i>Project-Based Inquiry Science: Life Science</i>
Scheme and Descriptor	
<p><b>SC.7.N.2.1</b> Identify an instance from the history of science in which scientific knowledge has changed when new evidence or new interpretations are encountered.</p>	<p><b>Animals in Action</b> LS2: pp. 54-56</p> <p><b>Living Together</b> LS3: p. 99</p> <p><b>Genetics</b> LS3: pp. 114-117 LS4: pp. 165, 203, 204, 208</p>
<p><b>SC.8.N.2.1</b> Distinguish between scientific and pseudoscientific ideas.</p>	<p><b>What Is Science?</b> WS p. 5</p>
<p><b>SC.8.N.2.2</b> Discuss what characterizes science and its methods.</p>	<p><b>What Is Science?</b> WS p. 1-6</p> <p><b>Animals in Action</b> LS1: pp. 12, 16, 22-23, 28-29 LS2: pp. 53-55, 62</p> <p><b>Good Friends and Germs</b> LS1: pp. 11, 14</p> <p><b>Genetics</b> LS1: p. 28 LS2: p. 81 LS3: pp. 117, 120, 127 LS4: 203</p>
<p><b>Big Idea 3: The Role of Theories, Laws, Hypotheses, and Models</b></p>	
<p>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><b>SC.6.N.3.1</b> 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><b>What Is Science?</b> WS pp. 4-5</p> <p><b>Genetics</b> LS3: pp. 116-117, 118, 120-123</p>
<p><b>SC.6.N.3.2</b> 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><b>What Is Science?</b> WS p. 4</p> <p><b>Living Together</b> LS3: pp. 141-142</p>
<p><b>SC.6.N.3.3</b> Give several examples of scientific laws.</p>	<p><b>What Is Science?</b> WS p. 4</p> <p><b>Living Together</b> LS3: pp. 141-142</p>
<p><b>SC.6.N.3.4</b> Identify the role of models in the context of the sixth grade science benchmarks.</p>	<p><b>Living Together</b> LS1: pp. 17, 41-42, 46-49</p> <p><b>Good Friends and Germs</b> LS1: p. 19</p>

Florida Next Generation Sunshine State Standards	<i>Project-Based Inquiry Science: Life Science</i>
Scheme and Descriptor	
<p><b>SC.7.N.3.1</b> Recognize and explain the difference between theories and laws and give several examples of scientific theories and the evidence that supports them.</p>	<p><b>What Is Science?</b> WS p. 4</p> <p><b>Good Friends and Germs</b> LS1: p. 13</p> <p><b>Living Together</b> LS3: p. 151</p> <p><b>Genetics</b> LS3: pp. 115-118, 120-123 LS4: p. 208</p>
<p><b>SC.7.N.3.2</b> Identify the benefits and limitations of the use of scientific models.</p>	<p><b>Animals in Action</b> LS2: pp. 62, 65</p> <p><b>Good Friends and Germs</b> LS1: pp. 14, 19 LS3: pp. 95-96, 108-109, 114-117</p> <p><b>Living Together</b> LS1: pp. 21-22</p> <p><b>Genetics</b> LS2: p. 81</p>
<p><b>SC.8.N.3.1</b> Select models useful in relating the results of their own investigations.</p>	<p><b>Animals in Action</b> LS2: pp. 62, 64, 68-69</p> <p><b>Good Friends and Germs</b> LS1: pp. 11-14 LS3: pp. 106-107, 114-116</p> <p><b>Living Together</b> LS1: pp. 17-18, 41-44 LS3: pp. 124-125, 131-135</p> <p><b>Genetics</b> LS1: pp. 27-28, 29-30 LS3: pp. 96-97 LS4: pp. 176</p>
<p><b>SC.8.N.3.2</b> Explain why theories may be modified but are rarely discarded.</p>	<p><b>What Is Science?</b> WS p. 4</p>

<p style="text-align: center;"><b>Florida Next Generation Sunshine State Standards</b></p> <p style="text-align: center;"><b>Scheme and Descriptor</b></p>	<p style="text-align: center;"><i><b>Project-Based Inquiry Science: Life Science</b></i></p>
<p><b>Big Idea 4: Science and Society</b></p>	
<p>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><b>SC.8.N.4.1</b> 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><b>What Is Science?</b> WS p. 6</p> <p><b>Genetics</b> Introduction: pp. 7-10 LS1: pp. 34-35 LS2: pp. 88-91 LS3: pp. 159, 160-162 LS4: pp. 219-220 Address the Big Challenge: pp. 226-227 Answer the Big Question: pp. 230-231</p>
<p><b>SC.8.N.4.2</b> Explain how political, social, and economic concerns can affect science, and vice versa.</p>	<p><b>What Is Science?</b> WS p. 6</p> <p><b>Living Together</b> Answer the Big Question: pp. 152-158</p> <p><b>Genetics</b> Introduction: pp. 3-4, 7-10 LS2: pp. 88-89 LS3: pp. 159, 160-162 LS4: pp. 219-220 Address the Big Challenge: p. 226</p>

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