			STEP 1 Disaggregate Data		STEP 2 Timeline and Focus Calendar	STEP 3 Benchmark Lessons		
Strand A: The Nature of Science		Grade	FCAT Transparencies (Pages)	ExamView® Pro CD-ROM (Chapter)	Teacher Works CD-ROM (Chapter)	Student Edition StudentWorks Plus CD-ROM (Pages)	Teacher Wraparound Edition (Pages)	Reading Essentials (Pages)
Standard 1: The student understands that all matter has observable, measurable properties.	**1.3.1:** The student identifies various ways in which substances differ (e.g., mass, volume, shape, density, texture, and reaction to temperature and light). (Also assesses A.1.3.2 and A.1.3.6) AA; MC, GR, SR	6	A 1–2	15	15	442–469	442A–F; 442–469	243–258
		7	A 1–2	2	2	38–63	38A–F; 38–63	19–28
		8	A 1–2	4	4	96–125	96A–F; 96–125	51–66
	1.3.2: The student understands the difference between weight and mass. (Assessed as A.1.3.1)	6	A 1–2	17	17	502–531	502A–F; 502–531	275–292
		7	A 1–2	2	2	38–63	38A–F; 38–63	19–28
		8	A 1–2	8	8	216–245	216A–F; 216–245	117–134
	1.3.3: The student knows that temperature measures the average energy of motion of the particles that make up the substance. CS; MC	6	A 3–4	18	18	532–559	532A–F; 532–559	293–308
		7	A 3–4	6	6	152–183	152A–F; 152–183	73–92
		8	A 3–4	6	6	154–185	154A–F; 154–185	83–100
	1.3.4: The student knows that atoms in solids are close together and do not move around easily; in liquids, atoms tend to move farther apart; in gas, atoms are quite far apart and move around freely.	6	A 5–6	15	15	442–469	442A–F; 442–469	243–258
		7	A 5–6	2	2	38–63	38A–F; 38–63	19–28
		8	A 5–6	6	6	154–185	154A–F; 154–185	83–100
	1.3.5: The student knows the difference between a physical change in a substance (e.g., altering the shape, form, volume, or density) and a chemical change (i.e., producing new substances with different characteristics.)	6	A 7–8	15	15	442–469	442A–F; 442–469	243–258
		7	A 7–8	2	2	38–63	38A–F; 38–63	19–28
		8	A 7–8	6	6	154–185	154A–F; 154–185	83–100
	1.3.6: The student knows that equal volumes of different substances may have different masses.	6	A 1–2	15	15	442–469	442A–F; 442–469	243–258
		7	A 1–2	2	2	38–63	38A–F; 38–63	19–28
		8	A 1–2	4	4	96–125	96A–F; 96–125	51–66

Curriculum Mapping for Grades 6–8

STEP 4 Mini-Assessments				STEP 5 or STEP 6 Tutorials for Non-Mastery/ Enrichments for Mastery				STEP 7 Monitor Instructional Delivery	STEP 8 Maintain Efficacy of Process
Mastering the FCAT (Benchmark)	Interactive Chalkboard CD-ROM (Chapter)	Florida Science Web Site (Chapter)	ExamView® Pro CD-ROM (Chapter)	Succeeding On FCAT (Benchmark)	Chapter Resources & StudentWorks Plus CD-ROM (Pages)	Science Notebooks (Pages)	Florida Science Observer (Volume)	Professional Development (Pages)	Review charts (Pages)
SC.A.1.3.1	15	15	15	SC.A.1.3.1	20–22, 27–30, 42–43, 45–46	15	Vol. 2, Vol. 3	Refer to p. FL12	Refer to pp. FL13–15
SC.A.1.3.1	2	2	2	SC.A.1.3.1	20, 27, 29, 42	2	Vol. 2, Vol. 3	Refer to p. FL12	Refer to pp. FL13–15
SC.A.1.3.1	4	4	4	SC.A.1.3.1	16–18, 23–28, 40–44	4	Vol. 2, Vol. 3	Refer to p. FL12	Refer to pp. FL13–15
SC.A.1.3.2	17	17	17	SC.A.1.3.2	18, 26, 29, 43, 45–46	17	Vol. 2, Vol. 3	Refer to p. FL12	Refer to pp. FL13–15
SC.A.1.3.2	2	2	2	SC.A.1.3.2	20, 27, 29, 42	2	Vol. 2, Vol. 3	Refer to p. FL12	Refer to pp. FL13–15
SC.A.1.3.2	8	8	8	SC.A.1.3.2	20–22, 28–29, 31–32, 45–48	8	Vol. 2, Vol. 3	Refer to p. FL12	Refer to pp. FL13–15
SC.A.1.3.3	18	18	18	SC.A.1.3.3	19, 26, 29, 43	18	Vol. 2, Vol. 3	Refer to p. FL12	Refer to pp. FL13–15
SC.A.1.3.3	6	6	6	SC.A.1.3.3	18, 25, 28, 42	6	Vol. 2, Vol. 3	Refer to p. FL12	Refer to pp. FL13–15
SC.A.1.3.3	6	6	6	SC.A.1.3.3	18–19, 25–26, 28–29, 42–43, 45–46	6	Vol. 2, Vol. 3	Refer to p. FL12	Refer to pp. FL13–15
SC.A.1.3.4	15	15	15	SC.A.1.3.4	20, 27, 29, 42, 45–46	15	Vol. 2, Vol. 3	Refer to p. FL12	Refer to pp. FL13–15
SC.A.1.3.4	2	2	2	SC.A.1.3.4	20, 27, 29, 42	2	Vol. 2, Vol. 3	Refer to p. FL12	Refer to pp. FL13–15
SC.A.1.3.4	6	6	6	SC.A.1.3.4	18–19, 25–26, 28–29, 42–43, 45–46	6	Vol. 2, Vol. 3	Refer to p. FL12	Refer to pp. FL13–15
SC.A.1.3.5	15	15	15	SC.A.1.3.5	20–22, 27–30, 42–43, 45–46	15	Vol. 2, Vol. 3	Refer to p. FL12	Refer to pp. FL13–15
SC.A.1.3.5	2	2	2	SC.A.1.3.5	20, 27, 29, 42	2	Vol. 2, Vol. 3	Refer to p. FL12	Refer to pp. FL13–15
SC.A.1.3.5	6	6	6	SC.A.1.3.5	18–19, 25–26, 28–29, 42–43, 45–46	6	Vol. 2, Vol. 3	Refer to p. FL12	Refer to pp. FL13–15
SC.A.1.3.6	15	15	15	SC.A.1.3.6	20–22, 27–30, 42–43, 45–46	15	Vol. 2, Vol. 3	Refer to p. FL12	Refer to pp. FL13–15
SC.A.1.3.6	2	2	2	SC.A.1.3.6	20, 27, 29, 42	2	Vol. 2, Vol. 3	Refer to p. FL12	Refer to pp. FL13–15
SC.A.1.3.6	4	4	4	SC.A.1.3.6	16–18, 23–28, 40–44	4	Vol. 2, Vol. 3	Refer to p. FL12	Refer to pp. FL13–15

Curriculum Mapping for Grades 6–8

			STEP 1 Disaggregate Data		STEP 2 Timeline and Focus Calendar	STEP 3 Benchmark Lessons		
Strand A: The Nature of Science		Grade	FCAT Transparencies (Pages)	ExamView® Pro CD-ROM (Chapter)	Teacher Works CD-ROM (Chapter)	Student Edition StudentWorks Plus CD-ROM (Pages)	Teacher Wraparound Edition (Pages)	Reading Essentials (Pages)
Standard 2: The student understands the basic principles of atomic theory.	**2.3.1:** The student describes and compares the properties of particles and waves.	6	A 9–10	20	20	592–619	592A–F; 592–619	327–342
		7	A 9–10	7	7	184–213	184A–F; 184–213	93–112
		8	A 9–10	5	5	126–153	126A–F; 126–153	67–82
	2.3.2: The student knows the general properties of the atom (a massive nucleus of neutral neutrons and positive protons surrounded by a cloud of negative electrons) and accepts that single atoms are not visible.	6	A 11–12	16	16	470–499	470A–F; 470–499	259–274
		7	A 11–12	3	3	64–93	64A–F; 64–93	29–42
		8	A 11–12	5	5	126–153	126A–F; 126–153	67–82
	2.3.3: The student knows that radiation, light, and heat are forms of energy used to cook food, treat diseases, and provide energy.	6	A 1–2	18	18	532–559	532A–F; 532–559	293–308
		7	A 1–2	6	6	152–183	152A–F; 152–183	73–92
		8	A 1–2	9	9	246–275	246A–F; 246–275	135–150

Curriculum Mapping for Grades 6–8

STEP 4 Mini-Assessments				STEP 5 or STEP 6 Tutorials for Non-Mastery/ Enrichments for Mastery				STEP 7 Monitor Instructional Delivery	STEP 8 Maintain Efficacy of Process
Mastering the FCAT (Benchmark)	Interactive Chalkboard CD-ROM (Chapter)	Florida Science Web Site (Chapter)	ExamView® Pro CD-ROM (Chapter)	Succeeding On FCAT (Benchmark)	Chapter Resources & StudentWorks Plus CD-ROM (Pages)	Science Notebooks (Pages)	Florida Science Observer (Volume)	Professional Development (Pages)	Review charts (Pages)
SC.A.2.3.1	20	20	20	SC.A.2.3.1	18–20, 25, 27–28, 30, 42, 44–46	20	Vol. 2, Vol. 3	Refer to p. FL12	Refer to pp. FL13–15
SC.A.2.3.1	7	7	7	SC.A.2.3.1	20, 27, 30, 44	7	Vol. 2, Vol. 3	Refer to p. FL12	Refer to pp. FL13–15
SC.A.2.3.1	5	5	5	SC.A.2.3.1	21–22, 28, 30, 43	5	Vol. 2, Vol. 3	Refer to p. FL12	Refer to pp. FL13–15
SC.A.2.3.2	16	16	16	SC.A.2.3.2	16–17, 23–24, 26–27, 40–41, 43–44	16	Vol. 2, Vol. 3	Refer to p. FL12	Refer to pp. FL13–15
SC.A.2.3.2	3	3	3	SC.A.2.3.2	16–18, 23–26, 38–39, 41–42	3	Vol. 2, Vol. 3	Refer to p. FL12	Refer to pp. FL13–15
SC.A.2.3.2	5	5	5	SC.A.2.3.2	21–22, 28, 30, 43	5	Vol. 2, Vol. 3	Refer to p. FL12	Refer to pp. FL13–15
SC.A.2.3.3	18	18	18	SC.A.2.3.3	18, 25, 28, 42, 45–46	18	Vol. 2, Vol. 3	Refer to p. FL12	Refer to pp. FL13–15
SC.A.2.3.3	6	6	6	SC.A.2.3.3	18–20, 25–30, 42–46	6	Vol. 2, Vol. 3	Refer to p. FL12	Refer to pp. FL13–15
SC.A.2.3.3	9	9	9	SC.A.2.3.3	18, 26, 29, 43	9	Vol. 2, Vol. 3	Refer to p. FL12	Refer to pp. FL13–15

			STEP 1 Disaggregate Data		STEP 2 Timeline and Focus Calendar	STEP 3 Benchmark Lessons		
Strand B: The Nature of Science		Grade	FCAT Transparencies (Pages)	ExamView® Pro CD-ROM (Chapter)	Teacher Works CD-ROM (Chapter)	Student Edition StudentWorks Plus CD-ROM (Pages)	Teacher Wraparound Edition (Pages)	Reading Essentials (Pages)
Standard 1: The student recognizes that energy may be changed in form with varying efficiency.	**1.3.1:** The student identifies forms of energy and explains that they can be measured and compared. (Also assesses A.2.3.3, B.1.3.2, and B.1.3.3) AA; MC, GR, SR, ER	6	B 1–2	19	19	560–591	560A–F; 560–591	309–326
		7	B 1–2	6	6	152–183	152A–F; 152–183	73–92
		8	B 1–2	10	10	276–301	276A–F; 276–301	151–166
	1.3.2: The student knows that energy cannot be created or destroyed, but only changed from one form to another. (Assessed as B.1.3.1)	6	B 1–2	19	19	560–591	560A–F; 560–591	309–326
		7	B 1–2	6	6	152–183	152A–F; 152–183	73–92
		8	B 1–2	10	10	276–301	276A–F; 276–301	151–166
	1.3.3: The student knows the various forms in which energy comes to Earth from the sun (e.g., visible light, infrared, and microwave). (Assessed as B.1.3.1)	6	B 1–2	19	19	560–591	560A–F; 560–591	309–326
		7	B 1–2	7	7	184–213	184A–F; 184–213	93–112
		8	B 1–2	9	9	246–275	246A–F; 246–275	135–150
	1.3.4: The student knows that energy conversions are never 100% efficient (i.e., some energy is transformed to heat and is unavailable for further useful work). CS; MC, GR	6	B 3–4	18	18	532–559	532A–F; 532–559	293–308
		7	B 3–4	6	6	152–183	152A–F; 152–183	73–92
		8	B 3–4	10	10	276–301	276A–F; 276–301	151–166
	1.3.5: The student knows the processes by which thermal energy tends to flow from a system of higher temperature to a system of lower temperature. CS; MC	6	B 5–6	10	10	288–321	288A–F; 288–321	153–172
		7	B 5–6	6	6	152–183	152A–F; 152–183	73–92
		8	B 5–6	10	10	276–301	276A–F; 276–301	151–166
	1.3.6: The student knows the properties of waves (e.g., frequency, wavelength, and amplitude); that each wave consists of a number of crests and troughs; and the effects of different media on waves. (Also assesses C.1.3.2) AA; MC, GR, SR	6	B 1–2	20	20	592–619	592A–F; 592–619	327–342
		7	B 1–2	7	7	184–213	184A–F; 184–213	93–112
		8	B 1–2	9	9	246–275	246A–F; 246–275	135–150

Curriculum Mapping for Grades 6–8

STEP 4 Mini-Assessments				STEP 5 or STEP 6 Tutorials for Non-Mastery/ Enrichments for Mastery				STEP 7 Monitor Instructional Delivery	STEP 8 Maintain Efficacy of Process
Mastering the FCAT (Benchmark)	Interactive Chalkboard CD-ROM (Chapter)	Florida Science Web Site (Chapter)	ExamView® Pro CD-ROM (Chapter)	Succeeding On FCAT (Benchmark)	Chapter Resources & StudentWorks Plus CD-ROM (Pages)	Science Notebooks (Pages)	Florida Science Observer (Volume)	Professional Development (Pages)	Review charts (Pages)
SC.B.1.3.1	19	19	19	SC.B.1.3.1	21, 28, 31, 45	19	Vol. 1, Vol. 2	Refer to p. FL12	Refer to pp. FL13–15
SC.B.1.3.1	6	6	6	SC.B.1.3.1	18–19, 25–26, 28–29, 42–43	6	Vol. 1, Vol. 2	Refer to p. FL12	Refer to pp. FL13–15
SC.B.1.3.1	10	10	10	SC.B.1.3.1	21–22, 29, 32, 46–48	10	Vol. 1, Vol. 2	Refer to p. FL12	Refer to pp. FL13–15
SC.B.1.3.2	19	19	19	SC.B.1.3.2	21, 28, 31, 45	19	Vol. 1, Vol. 2	Refer to p. FL12	Refer to pp. FL13–15
SC.B.1.3.2	6	6	6	SC.B.1.3.2	19, 26, 29, 43	6	Vol. 1, Vol. 2	Refer to p. FL12	Refer to pp. FL13–15
SC.B.1.3.2	10	10	10	SC.B.1.3.2	20–22, 27, 29, 30, 32, 44, 46–48	10	Vol. 1, Vol. 2	Refer to p. FL12	Refer to pp. FL13–15
SC.B.1.3.3	19	19	19	SC.B.1.3.3	21, 28, 31, 45	19	Vol. 1, Vol. 2	Refer to p. FL12	Refer to pp. FL13–15
SC.B.1.3.3	7	7	7	SC.B.1.3.3	21, 29, 32, 46–48	7	Vol. 1, Vol. 2	Refer to p. FL12	Refer to pp. FL13–15
SC.B.1.3.3	9	9	9	SC.B.1.3.3	18, 25–26, 28–29, 42–43	9	Vol. 1, Vol. 2	Refer to p. FL12	Refer to pp. FL13–15
SC.B.1.3.4	18	18	18	SC.B.1.3.4	18, 25, 28, 42, 45–46	18	Vol. 1, Vol. 2	Refer to p. FL12	Refer to pp. FL13–15
SC.B.1.3.4	6	6	6	SC.B.1.3.4	19, 26, 29, 43	6	Vol. 1, Vol. 2	Refer to p. FL12	Refer to pp. FL13–15
SC.B.1.3.4	10	10	10	SC.B.1.3.4	20–22, 27, 29, 30, 32, 44, 46–48	10	Vol. 1, Vol. 2	Refer to p. FL12	Refer to pp. FL13–15
SC.B.1.3.5	10	10	10	SC.B.1.3.5	20, 28, 31, 47, 49–50	10	Vol. 1, Vol. 2	Refer to p. FL12	Refer to pp. FL13–15
SC.B.1.3.5	6	6	6	SC.B.1.3.5	19, 26, 29, 43	6	Vol. 1, Vol. 2	Refer to p. FL12	Refer to pp. FL13–15
SC.B.1.3.5	10	10	10	SC.B.1.3.5	20–22, 28–29, 31–32, 45–48	10	Vol. 1, Vol. 2	Refer to p. FL12	Refer to pp. FL13–15
SC.B.1.3.6	20	20	20	SC.B.1.3.6	18–20, 25–30, 42–46	20	Vol. 1, Vol. 2	Refer to p. FL12	Refer to pp. FL13–15
SC.B.1.3.6	7	7	7	SC.B.1.3.6	20–21, 27–32, 44–48	7	Vol. 1, Vol. 2	Refer to p. FL12	Refer to pp. FL13–15
SC.B.1.3.6	9	9	9	SC.B.1.3.6	18, 25–26, 28–29, 42–43	9	Vol. 1, Vol. 2	Refer to p. FL12	Refer to pp. FL13–15

			STEP 1 Disaggregate Data		STEP 2 Timeline and Focus Calendar	STEP 3 Benchmark Lessons		
Strand B: The Nature of Science		Grade	FCAT Transparencies (Pages)	ExamView® Pro CD-ROM (Chapter)	Teacher Works CD-ROM (Chapter)	Student Edition StudentWorks Plus CD-ROM (Pages)	Teacher Wraparound Edition (Pages)	Reading Essentials (Pages)
Standard 2: The student understands the interaction of matter and energy.	**2.3.1:** The student knows that most events in the universe (e.g., weather changes, moving cars, and the transfer of a nervous impulse in the human body) involve some form of energy transfer and that these changes almost always increase the total disorder of the system and its surroundings, reducing the amount of useful energy. AA; MC	6	B 3–4	18	18	532–559	532A–F; 532–559	293–308
		7	B 3–4	6	6	152–183	152A–F; 152–183	73–92
		8	B 3–4	10	10	276–301	276A–F; 276–301	151–166
	2.3.2: The student knows that most of the energy used today is derived from burning stored energy collected by organisms millions of years ago (i.e., nonrenewable fossil fuels). (Assessed as G.2.3.1)	6	B 5–6	9	9	254–285	254A–F; 254–285	137–152
		7	B 5–6	6	6	152–183	152A–F; 152–183	73–92
		8	B 5–6	20	20	580–613	580A–F; 580–613	301–320

Curriculum Mapping for Grades 6–8

STEP 4 Mini-Assessments				STEP 5 or STEP 6 Tutorials for Non-Mastery/ Enrichments for Mastery				STEP 7 Monitor Instructional Delivery	STEP 8 Maintain Efficacy of Process
Mastering the FCAT (Benchmark)	Interactive Chalkboard CD-ROM (Chapter)	Florida Science Web Site (Chapter)	ExamView® Pro CD-ROM (Chapter)	Succeeding On FCAT (Benchmark)	Chapter Resources & StudentWorks Plus CD-ROM (Pages)	Science Notebooks (Pages)	Florida Science Observer (Volume)	Professional Development (Pages)	Review charts (Pages)
SC.B.2.3.1	18	18	18	SC.B.2.3.1	18, 25, 28, 42, 45–46	18	Vol. 1, Vol. 2	Refer to p. FL12	Refer to pp. FL13–15
SC.B.2.3.1	6	6	6	SC.B.2.3.1	18–19, 25–26, 28–29, 42–43	6	Vol. 1, Vol. 2	Refer to p. FL12	Refer to pp. FL13–15
SC.B.2.3.1	10	10	10	SC.B.2.3.1	21–22, 29, 32, 46–48	10	Vol. 1, Vol. 2	Refer to p. FL12	Refer to pp. FL13–15
SC.B.2.3.2	9	9	9	SC.B.2.3.2	20, 27, 30, 44, 47–48	9	Vol. 1, Vol. 2	Refer to p. FL12	Refer to pp. FL13–15
SC.B.2.3.2	6	6	6	SC.B.2.3.2	19–20, 27, 30, 44–46	6	Vol. 1, Vol. 2	Refer to p. FL12	Refer to pp. FL13–15
SC.B.2.3.2	20	20	20	SC.B.2.3.2	16, 23, 27, 44	20	Vol. 1, Vol. 2	Refer to p. FL12	Refer to pp. FL13–15

			STEP 1 Disaggregate Data		STEP 2 Timeline and Focus Calendar	STEP 3 Benchmark Lessons		
Strand C: The Nature of Science		Grade	FCAT Transparencies (Pages)	ExamView® Pro CD-ROM (Chapter)	Teacher Works CD-ROM (Chapter)	Student Edition StudentWorks Plus CD-ROM (Pages)	Teacher Wraparound Edition (Pages)	Reading Essentials (Pages)
Standard 1: The student understands that types of motion may be described, measured, and predicted.	**1.3.1:** The student knows that the motion of an object can be described by its position, direction of motion, and speed. CS; MC, GR	6	C 5–6	17	17	502–531	502A–F; 502–531	275–292
		7	C 5–6	4	4	96–123	96A–F; 96–123	43–58
		8	C 5–6	7	7	188–215	188A–F; 188–215	101–116
	1.3.2: The student knows that vibrations in materials set up wave disturbances that spread away from the source (e.g., sound and earthquake waves). (Assessed as B.1.3.6)	6	C 1–2	20	20	592–619	592A–F; 592–619	327–342
		7	C 1–2	7	7	184–213	184A–F; 184–213	93–112
		8	C 1–2	2	2	40–67	40A–F; 40–67	23–36
Standard 2: The student understands that the types of force that act on an object and the effect of that force can be described, measured, and predicted.	**2.3.1:** The student knows that many forces (e.g., gravitational, electrical, and magnetic) act at a distance (i.e., without contact). CS; MC	6	C 7–8	19	19	560–591	560A–F; 560–591	309–326
		7	C 7–8	4	4	96–123	96A–F; 96–123	43–58
		8	C 7–8	9	9	246–275	246A–F; 246–275	135–150
	2.3.2: The student knows common contact forces. (Assessed as C.2.3.6)	6	C 11–12	17	17	502–531	502A–F; 502–531	275–292
		7	C 11–12	4	4	96–123	96A–F; 96–123	43–58
		8	C 11–12	8	8	216–245	216A–F; 216–245	117–134
	2.3.3: The student knows that if more than one force acts on an object, then the forces can reinforce or cancel each other, depending on their direction and magnitude. (Assessed as C.2.3.6)	6	C 11–12	17	17	502–531	502A–F; 502–531	275–292
		7	C 11–12	4	4	96–123	96A–F; 96–123	43–58
		8	C 11–12	8	8	216–245	216A–F; 216–245	117–134
	2.3.4: The student knows that simple machines can be used to change the direction or size of a force. CS; MC, GR	6	C 9–10	17	17	502–531	502A–F; 502–531	275–292
		7	C 9–10	5	5	124–151	124A–F; 124–151	59–72
		8	C 9–10	8	8	216–245	216A–F; 216–245	117–134

Curriculum Mapping for Grades 6–8

STEP 4 Mini-Assessments				STEP 5 or STEP 6 Tutorials for Non-Mastery/ Enrichments for Mastery				STEP 7 Monitor Instructional Delivery	STEP 8 Maintain Efficacy of Process
Mastering the FCAT (Benchmark)	Interactive Chalkboard CD-ROM (Chapter)	Florida Science Web Site (Chapter)	ExamView® Pro CD-ROM (Chapter)	Succeeding On FCAT (Benchmark)	Chapter Resources & StudentWorks Plus CD-ROM (Pages)	Science Notebooks (Pages)	Florida Science Observer (Volume)	Professional Development (Pages)	Review charts (Pages)
SC.C.1.3.1	17	17	17	SC.C.1.3.1	18, 25, 28, 42	17	Vol. 2	Refer to p. FL12	Refer to pp. FL13–15
SC.C.1.3.1	4	4	4	SC.C.1.3.1	20, 27, 31, 46	4	Vol. 2	Refer to p. FL12	Refer to pp. FL13–15
SC.C.1.3.1	7	7	7	SC.C.1.3.1	20, 27–28, 30–31, 44–45, 47–48	7	Vol. 2	Refer to p. FL12	Refer to pp. FL13–15
SC.C.1.3.2	20	20	20	SC.C.1.3.2	18–20, 25, 27–28, 30, 42, 44–46	20	Vol. 2	Refer to p. FL12	Refer to pp. FL13–15
SC.C.1.3.2	7	7	7	SC.C.1.3.2	20, 27–28, 30–31, 44–45	7	Vol. 2	Refer to p. FL12	Refer to pp. FL13–15
SC.C.1.3.2	2	2	2	SC.C.1.3.2	22, 29, 31, 44, 47–48	2	Vol. 2	Refer to p. FL12	Refer to pp. FL13–15
SC.C.2.3.1	19	19	19	SC.C.2.3.1	20–21, 27, 29, 30, 32, 44, 46–48	19	Vol. 2	Refer to p. FL12	Refer to pp. FL13–15
SC.C.2.3.1	4	4	4	SC.C.2.3.1	21, 28, 32, 47	4	Vol. 2	Refer to p. FL12	Refer to pp. FL13–15
SC.C.2.3.1	9	9	9	SC.C.2.3.1	18, 25, 28, 42	9	Vol. 2	Refer to p. FL12	Refer to pp. FL13–15
SC.C.2.3.2	17	17	17	SC.C.2.3.2	18, 26, 29, 43, 45–46	17	Vol. 2	Refer to p. FL12	Refer to pp. FL13–15
SC.C.2.3.2	4	4	4	SC.C.2.3.2	20–21, 27–28, 31–32, 46–47	4	Vol. 2	Refer to p. FL12	Refer to pp. FL13–15
SC.C.2.3.2	8	8	8	SC.C.2.3.2	21, 28, 31, 45, 47–48	8	Vol. 2	Refer to p. FL12	Refer to pp. FL13–15
SC.C.2.3.3	17	17	17	SC.C.2.3.3	18, 26, 29, 43, 45–46	17	Vol. 2	Refer to p. FL12	Refer to pp. FL13–15
SC.C.2.3.3	4	4	4	SC.C.2.3.3	21–22, 28–29, 32–33, 47–50	4	Vol. 2	Refer to p. FL12	Refer to pp. FL13–15
SC.C.2.3.3	8	8	8	SC.C.2.3.3	21, 28, 31, 45, 47–48	8	Vol. 2	Refer to p. FL12	Refer to pp. FL13–15
SC.C.2.3.4	17	17	17	SC.C.2.3.4	19–20, 27, 30, 44	17	Vol. 2	Refer to p. FL12	Refer to pp. FL13–15
SC.C.2.3.4	5	5	5	SC.C.2.3.4	19–22, 27–32, 44–48	5	Vol. 2	Refer to p. FL12	Refer to pp. FL13–15
SC.C.2.3.4	8	8	8	SC.C.2.3.4	21, 28, 31, 45, 47–48	8	Vol. 2	Refer to p. FL12	Refer to pp. FL13–15

			STEP 1 Disaggregate Data		STEP 2 Timeline and Focus Calendar	STEP 3 Benchmark Lessons		
Strand C: The Nature of Science		Grade	FCAT Transparencies (Pages)	ExamView® Pro CD-ROM (Chapter)	Teacher Works CD-ROM (Chapter)	Student Edition StudentWorks Plus CD-ROM (Pages)	Teacher Wraparound Edition (Pages)	Reading Essentials (Pages)
Standard 2: The student understands that the types of force that act on an object and the effect of that force can be described, measured, and predicted.	**2.3.5:** The student understands that an object in motion will continue at a constant speed and in a straight line until acted upon by a force and that an object at rest will remain at rest until acted upon by a force. (Assessed as C.2.3.6)	6	C 11–12	17	17	502–531	502A–F; 502–531	275–292
		7	C 11–12	4	4	96–123	96A–F; 96–123	43–58
		8	C 11–12	8	8	216–245	216A–F; 216–245	117–134
	2.3.6: The student explains and shows the ways in which a net force (i.e., the sum of all acting forces) can act on an object (e.g., speeding up an object traveling in the same direction as the net force, slowing down an object traveling in the direction opposite of the net force). (Also assesses C.2.3.2, C.2.3.3, and C.2.3.5) AA; MC, GR, SR	6	C 11–12	17	17	502–531	502A–F; 502–531	275–292
		7	C 11–12	4	4	96–123	96A–F; 96–123	43–58
		8	C 11–12	8	8	216–245	216A–F; 216–245	117–134
	2.3.7: The student knows that gravity is a universal force that every mass exerts on every other mass. CS; MC	6	C 13–14	17	17	502–531	502A–F; 502–531	275–292
		7	C 13–14	4	4	96–123	96A–F; 96–123	43–58
		8	C 13–14	8	8	216–245	216A–F; 216–245	117–134

Curriculum Mapping for Grades 6–8

STEP 4 Mini-Assessments				STEP 5 or STEP 6 Tutorials for Non-Mastery/ Enrichments for Mastery				STEP 7 Monitor Instructional Delivery	STEP 8 Maintain Efficacy of Process
Mastering the FCAT (Benchmark)	Interactive Chalkboard CD-ROM (Chapter)	Florida Science Web Site (Chapter)	ExamView® Pro CD-ROM (Chapter)	Succeeding On FCAT (Benchmark)	Chapter Resources & StudentWorks Plus CD-ROM (Pages)	Science Notebooks (Pages)	Florida Science Observer (Volume)	Professional Development (Pages)	Review charts (Pages)
SC.C.2.3.5	17	17	17	SC.C.2.3.5	18, 26, 29, 43, 45–46	17	Vol. 2	Refer to p. FL12	Refer to pp. FL13–15
SC.C.2.3.5	4	4	4	SC.C.2.3.5	22, 29, 33, 48–50	4	Vol. 2	Refer to p. FL12	Refer to pp. FL13–15
SC.C.2.3.5	8	8	8	SC.C.2.3.5	20, 22, 29, 32, 46–48	8	Vol. 2	Refer to p. FL12	Refer to pp. FL13–15
SC.C.2.3.6	17	17	17	SC.C.2.3.6	18, 26, 29, 43, 45–46	17	Vol. 2	Refer to p. FL12	Refer to pp. FL13–15
SC.C.2.3.6	4	4	4	SC.C.2.3.6	20–22, 27–29, 31–33, 46–50	4	Vol. 2	Refer to p. FL12	Refer to pp. FL13–15
SC.C.2.3.6	8	8	8	SC.C.2.3.6	21, 28, 31, 45, 47–48	8	Vol. 2	Refer to p. FL12	Refer to pp. FL13–15
SC.C.2.3.7	17	17	17	SC.C.2.3.7	18, 26, 29, 43, 45–46	17	Vol. 2	Refer to p. FL12	Refer to pp. FL13–15
SC.C.2.3.7	4	4	4	SC.C.2.3.7	21, 28, 32, 47	4	Vol. 2	Refer to p. FL12	Refer to pp. FL13–15
SC.C.2.3.7	8	8	8	SC.C.2.3.7	20–22, 28–29, 31–32, 45–48	8	Vol. 2	Refer to p. FL12	Refer to pp. FL13–15

			STEP 1 Disaggregate Data		STEP 2 Timeline and Focus Calendar	STEP 3 Benchmark Lessons		
Strand D: The Nature of Science		Grade	FCAT Transparencies (Pages)	ExamView® Pro CD-ROM (Chapter)	Teacher Works CD-ROM (Chapter)	Student Edition StudentWorks Plus CD-ROM (Pages)	Teacher Wraparound Edition (Pages)	Reading Essentials (Pages)
Standard 1: The student recognizes that processes in the lithosphere, atmosphere, hydrosphere, and biosphere interact to shape the Earth.	**1.3.1:** The student knows that mechanical and chemical activities shape and reshape the Earth's land surface by eroding rock and soil in some areas and depositing them in other areas, sometimes in seasonal layers. CS; MC	6	D 1–2	12	12	350–381	350A–F; 350–381	191–208
		7	D 1–2	8	8	216–247	216A–F; 216–247	113–130
		8	D 1–2	3	3	68–93	68A–F; 68–93	37–50
	1.3.2: The student knows that over the whole Earth, organisms are growing, dying, and decaying as new organisms are produced by the old ones. (Assessed as D.1.3.4)	6	D 3–4	11	11	322–349	322A–F; 322–349	177–190
		7	D 3–4	9	9	248–281	248A–F; 248–281	131–152
		8	D 3–4	19	19	550–579	550A–F; 550–579	285–300
	1.3.3: The student knows how conditions that exist in one system influence the conditions that exist in other systems. CS; MC	6	D 1–2	13	13	382–409	382A–F; 382–409	209–226
		7	D 1–2	9	9	248–281	248A–F; 248–281	131–152
		8	D 1–2	19	19	550–579	550A–F; 550–579	285–300
	1.3.4: The student knows the ways in which plants and animals reshape the landscape (e.g., bacteria, fungi, worms, rodents, and other organisms add organic matter to the soil, increasing soil fertility, encouraging plant growth, and strengthening resistance to erosion). (Also assesses D.1.3.2) AA; MC	6	D 3–4	11	11	322–349	322A–F; 322–349	177–190
		7	D 3–4	12	12	348–377	348A–F; 348–377	189–202
		8	D 3–4	3	3	68–93	68A–F; 68–93	37–50

Curriculum Mapping for Grades 6–8

STEP 4 Mini-Assessments				STEP 5 or STEP 6 Tutorials for Non-Mastery/ Enrichments for Mastery				STEP 7 Monitor Instructional Delivery	STEP 8 Maintain Efficacy of Process
Mastering the FCAT (Benchmark)	Interactive Chalkboard CD-ROM (Chapter)	Florida Science Web Site (Chapter)	ExamView® Pro CD-ROM (Chapter)	Succeeding On FCAT (Benchmark)	Chapter Resources & StudentWorks Plus CD-ROM (Pages)	Science Notebooks (Pages)	Florida Science Observer (Volume)	Professional Development (Pages)	Review charts (Pages)
SC.D.1.3.1	12	12	12	SC.D.1.3.1	16–18, 23–28, 40–44	12	Vol. 1–3	Refer to p. FL12	Refer to pp. FL13–15
SC.D.1.3.1	8	8	8	SC.D.1.3.1	20–22, 27–32, 44–48	8	Vol. 1–3	Refer to p. FL12	Refer to pp. FL13–15
SC.D.1.3.1	3	3	3	SC.D.1.3.1	20–22, 27–28, 29–30, 42–43, 45–46	3	Vol. 1–3	Refer to p. FL12	Refer to pp. FL13–15
SC.D.1.3.2	11	11	11	SC.D.1.3.2	16–18, 23–28, 40–44	11	Vol. 1–3	Refer to p. FL12	Refer to pp. FL13–15
SC.D.1.3.2	9	9	9	SC.D.1.3.2	20–22, 27–28, 30–32, 34, 46–47, 49–51	9	Vol. 1–3	Refer to p. FL12	Refer to pp. FL13–15
SC.D.1.3.2	19	19	19	SC.D.1.3.2	20–21, 27–28, 30–31, 44–45, 47–48	19	Vol. 1–3	Refer to p. FL12	Refer to pp. FL13–15
SC.D.1.3.3	13	13	13	SC.D.1.3.3	20–22, 27–32, 44–48	13	Vol. 1–3	Refer to p. FL12	Refer to pp. FL13–15
SC.D.1.3.3	9	9	9	SC.D.1.3.3	20–22, 27–34, 46–51	9	Vol. 1–3	Refer to p. FL12	Refer to pp. FL13–15
SC.D.1.3.3	19	19	19	SC.D.1.3.3	20–22, 27–29, 30–32, 44–48	19	Vol. 1–3	Refer to p. FL12	Refer to pp. FL13–15
SC.D.1.3.4	11	11	11	SC.D.1.3.4	16–18, 23–28, 40–44	11	Vol. 1–3	Refer to p. FL12	Refer to pp. FL13–15
SC.D.1.3.4	12	12	12	SC.D.1.3.4	17, 24, 27, 41, 43–44	12	Vol. 1–3	Refer to p. FL12	Refer to pp. FL13–15
SC.D.1.3.4	3	3	3	SC.D.1.3.4	20–22, 27–28, 29–30, 42–43, 45–46	3	Vol. 1–3	Refer to p. FL12	Refer to pp. FL13–15

			STEP 1 Disaggregate Data		STEP 2 Timeline and Focus Calendar	STEP 3 Benchmark Lessons		
Strand D: The Nature of Science		Grade	FCAT Transparencies (Pages)	ExamView® Pro CD-ROM (Chapter)	Teacher Works CD-ROM (Chapter)	Student Edition StudentWorks Plus CD-ROM (Pages)	Teacher Wraparound Edition (Pages)	Reading Essentials (Pages)
Standard 1: The student recognizes that processes in the lithosphere, atmosphere, hydrosphere, and biosphere interact to shape the Earth.	**1.3.5:** The student understands concepts of time and size relating to the interaction of Earth's processes (e.g., lightning striking in a split second as opposed to the shifting of the Earth's plates altering the landscape, distance between atoms measured in Angstrom units as opposed to distance between stars measured in light-years). CS; MC, GR	6	D 5–6	21	21	622–655	622A–F; 622–655	343–358
		7	D 5–6	9	9	248–281	248A–F; 248–281	131–152
		8	D 5–6	3	3	68–93	68A–F; 68–93	37–50
Standard 2: The student understands the need for protection of the natural systems on Earth.	**2.3.1:** The student understands that quality of life is relevant to personal experience. (Not assessed)	6	D 11–12	9	9	254–285	254A–F; 254–285	137–152
		7	D 11–12	19	19	548–571	548A–F; 548–571	281–292
		8	D 11–12	20	20	580–613	580A–F; 580–613	301–320
	2.3.2: The student knows the positive and negative consequences of human action on the Earth's systems. (Assessed as G.2.3.4)	6	D 13–14	9	9	254–285	254A–F; 254–285	137–152
		7	D 13–14	18	18	522–547	522A–F; 522–547	267–280
		8	D 13–14	19	19	550–579	550A–F; 550–579	285–300

Curriculum Mapping for Grades 6–8

STEP 4 Mini-Assessments				STEP 5 or STEP 6 Tutorials for Non-Mastery/ Enrichments for Mastery				STEP 7 Monitor Instructional Delivery	STEP 8 Maintain Efficacy of Process
Mastering the FCAT (Benchmark)	Interactive Chalkboard CD-ROM (Chapter)	Florida Science Web Site (Chapter)	ExamView® Pro CD-ROM (Chapter)	Succeeding On FCAT (Benchmark)	Chapter Resources & StudentWorks Plus CD-ROM (Pages)	Science Notebooks (Pages)	Florida Science Observer (Volume)	Professional Development (Pages)	Review charts (Pages)
SC.D.1.3.5	21	21	21	SC.D.1.3.5	20–22, 27–32, 44–48	21	Vol. 1–3	Refer to p. FL12	Refer to pp. FL13–15
SC.D.1.3.5	9	9	9	SC.D.1.3.5	20–22, 27–34, 46–51	9	Vol. 1–3	Refer to p. FL12	Refer to pp. FL13–15
SC.D.1.3.5	3	3	3	SC.D.1.3.5	20–22, 27–28, 29–30, 42–43, 45–46	3	Vol. 1–3	Refer to p. FL12	Refer to pp. FL13–15
SC.D.2.3.1	9	9	9	SC.D.2.3.1	20–22, 27–32, 44–48	9	Vol. 1–3	Refer to p. FL12	Refer to pp. FL13–15
SC.D.2.3.1	19	19	19	SC.D.2.3.1	16–18, 23–26, 38–39, 41–42	19	Vol. 1–3	Refer to p. FL12	Refer to pp. FL13–15
SC.D.2.3.1	20	20	20	SC.D.2.3.1	16–18, 24–26, 28–30, 45–47, 49–50	20	Vol. 1–3	Refer to p. FL12	Refer to pp. FL13–15
SC.D.2.3.2	9	9	9	SC.D.2.3.2	20–22, 27–32, 44–48	9	Vol. 1–3	Refer to p. FL12	Refer to pp. FL13–15
SC.D.2.3.2	18	18	18	SC.D.2.3.2	16, 18–20, 25–30, 42–46	18	Vol. 1–3	Refer to p. FL12	Refer to pp. FL13–15
SC.D.2.3.2	19	19	19	SC.D.2.3.2	21–22, 29, 32, 46	19	Vol. 1–3	Refer to p. FL12	Refer to pp. FL13–15

			STEP 1 Disaggregate Data		STEP 2 Timeline and Focus Calendar	STEP 3 Benchmark Lessons		
Strand E: The Nature of Science		Grade	FCAT Transparencies (Pages)	ExamView® Pro CD-ROM (Chapter)	Teacher Works CD-ROM (Chapter)	Student Edition StudentWorks Plus CD-ROM (Pages)	Teacher Wraparound Edition (Pages)	Reading Essentials (Pages)
Standard 1: The student understands the interaction and organization in the Solar System and the universe and how this affects life on Earth	**1.3.1:** The student understands the vast size of our Solar System and the relationship of the planets and their satellites. (Also assesses E.1.3.2) AA; MC, GR, SR	6	E 1–2	21	21	622–655	622A–F; 622–655	343–358
		7	E 1–2	10	10	282–315	282A–F; 282–315	153–174
		8	E 1–2	11	11	304–337	304A–F; 304–337	167–184
	1.3.2: The student knows that available data from various satellite probes show the similarities and differences among planets and their moons in the Solar System. (Assessed as E.1.3.1)	6	E 1–2	22	22	656–687	656A–F; 656–687	359–376
		7	E 1–2	10	10	282–315	282A–F; 282–315	153–174
		8	E 1–2	11	11	304–337	304A–F; 304–337	167–184
	1.3.3: The student understands that our sun is one of many stars in our galaxy. (Assessed as E.2.3.1)	6	E 5–6	21	21	622–655	622A–F; 622–655	343–358
		7	E 5–6	10	10	282–315	282A–F; 282–315	153–174
		8	E 5–6	12	12	338–369	338A–F; 338–369	185–202
	1.3.4: The student knows that stars appear to be made of similar chemical elements, although they differ in age, size, temperature, and distance. CS; MC	6	E 3–4	21	21	622–655	622A–F; 622–655	343–358
		7	E 3–4	10	10	282–315	282A–F; 282–315	153–174
		8	E 3–4	12	12	338–369	338A–F; 338–369	185–202
Standard 2: The student recognizes the vastness of the universe and the Earth's place in it.	**2.3.1:** The student knows that thousands of other galaxies appear to have the same elements, forces, and forms of energy found in our Solar System. (Also assesses E.1.3.3) CS; MC	6	E 5–6	21	21	622–655	622A–F; 622–655	343–358
		7	E 5–6	10	10	282–315	282A–F; 282–315	153–174
		8	E 5–6	12	12	338–369	338A–F; 338–369	185–202

Curriculum Mapping for Grades 6–8

STEP 4 Mini-Assessments				STEP 5 or STEP 6 Tutorials for Non-Mastery/ Enrichments for Mastery				STEP 7 Monitor Instructional Delivery	STEP 8 Maintain Efficacy of Process
Mastering the FCAT (Benchmark)	Interactive Chalkboard CD-ROM (Chapter)	Florida Science Web Site (Chapter)	ExamView® Pro CD-ROM (Chapter)	Succeeding On FCAT (Benchmark)	Chapter Resources & StudentWorks Plus CD-ROM (Pages)	Science Notebooks (Pages)	Florida Science Observer (Volume)	Professional Development (Pages)	Review charts (Pages)
SC.E.1.3.1	21	21	21	SC.E.1.3.1	20–21, 27–28, 30–31, 44–45, 47–48	21	Vol. 3	Refer to p. FL12	Refer to pp. FL13–15
SC.E.1.3.1	10	10	10	SC.E.1.3.1	20–22, 27–32, 46–50	10	Vol. 3	Refer to p. FL12	Refer to pp. FL13–15
SC.E.1.3.1	11	11	11	SC.E.1.3.1	20–22, 27–34, 48–51, 53–54	11	Vol. 3	Refer to p. FL12	Refer to pp. FL13–15
SC.E.1.3.2	22	22	22	SC.E.1.3.2	17–18, 24–25, 27–28, 41–42	22	Vol. 3	Refer to p. FL12	Refer to pp. FL13–15
SC.E.1.3.2	10	10	10	SC.E.1.3.2	21–22, 29, 32, 48	10	Vol. 3	Refer to p. FL12	Refer to pp. FL13–15
SC.E.1.3.2	11	11	11	SC.E.1.3.2	20–22, 28–30, 32–34, 49–51, 53–54	11	Vol. 3	Refer to p. FL12	Refer to pp. FL13–15
SC.E.1.3.3	21	21	21	SC.E.1.3.3	21–22, 29, 32, 46	21	Vol. 3	Refer to p. FL12	Refer to pp. FL13–15
SC.E.1.3.3	10	10	10	SC.E.1.3.3	21–22, 29, 32, 48	10	Vol. 3	Refer to p. FL12	Refer to pp. FL13–15
SC.E.1.3.3	12	12	12	SC.E.1.3.3	20–22, 27–28, 30–32, 34, 48–49, 51, 53–54	12	Vol. 3	Refer to p. FL12	Refer to pp. FL13–15
SC.E.1.3.4	21	21	21	SC.E.1.3.4	21–22, 29, 32, 46	21	Vol. 3	Refer to p. FL12	Refer to pp. FL13–15
SC.E.1.3.4	10	10	10	SC.E.1.3.4	21–22, 29, 32, 48	10	Vol. 3	Refer to p. FL12	Refer to pp. FL13–15
SC.E.1.3.4	12	12	12	SC.E.1.3.4	20–21, 27–29, 31–33, 48–50, 53–54	12	Vol. 3	Refer to p. FL12	Refer to pp. FL13–15
SC.E.2.3.1	21	21	21	SC.E.2.3.1	21–22, 29, 32, 46	21	Vol. 3	Refer to p. FL12	Refer to pp. FL13–15
SC.E.2.3.1	10	10	10	SC.E.2.3.1	21–22, 29, 32, 48	10	Vol. 3	Refer to p. FL12	Refer to pp. FL13–15
SC.E.2.3.1	12	12	12	SC.E.2.3.1	20–22, 27, 30–31, 34, 48, 51, 53–54	12	Vol. 3	Refer to p. FL12	Refer to pp. FL13–15

			STEP 1 Disaggregate Data		STEP 2 Timeline and Focus Calendar	STEP 3 Benchmark Lessons		
Strand F: The Nature of Science		Grade	FCAT Transparencies (Pages)	ExamView® Pro CD-ROM (Chapter)	Teacher Works CD-ROM (Chapter)	Student Edition StudentWorks Plus CD-ROM (Pages)	Teacher Wraparound Edition (Pages)	Reading Essentials (Pages)
Standard 1: The student describes patterns of structure and function in living things.	**1.3.1:** The student understands that living things are composed of major systems that function in reproduction, growth, maintenance, and regulation. (Also assesses E.1.3.2) AA; MC, GR, SR	6	F 2–3	4	4	94–125	94A–F; 94–125	47–70
		7	F 2–3	12	12	346–377	346A–F; 346–377	189–202
		8	F 2–3	15	15	432–461	432A–F; 432–461	231–244
	1.3.2: The student knows that the structural basis of most organisms is the cell and most organisms are single cells, while some, including humans, are multicellular. CS; MC	6	F 4–5	2	2	36–65	36A–F; 36–65	19–34
		7	F 4–5	11	11	318–345	318A–F; 318–345	175–188
		8	F 4–5	15	15	432–461	432A–F; 432–461	231–244
	1.3.3: The student knows that in multicellular organisms cells grow and divide to make more cells in order to form and repair various organs and tissues. CS; MC	6	F 6–7	3	3	66–91	66A–F; 66–91	35–46
		7	F 6–7	14	14	404–437	404A–F; 404–437	213–230
		8	F 6–7	13	13	372–401	372A–F; 372–401	203–218
	1.3.4: The student knows that the levels of structural organization for function in living things include cells, tissues, organs, systems, and organisms. CS; MC	6	F 8–9	4	4	94–125	94A–F; 94–125	47–70
		7	F 8–9	11	11	318–345	318A–F; 318–345	175–188
		8	F 8–9	15	15	432–461	432A–F; 432–461	231–244
	1.3.5: The student explains how the life functions of organisms are related to what occurs within the cell. CS; MC	6	F 10–11	2	2	36–65	36A–F; 36–65	19–34
		7	F 10–11	11	11	318–345	318A–F; 318–345	175–188
		8	F 10–11	13	13	372–401	372A–F; 372–401	203–218
	1.3.6: The student knows that the cells with similar functions have similar structures, whereas those with different structures have different functions. CS; MC	6	F 12–13	4	4	94–125	94A–F; 94–125	47–70
		7	F 12–13	11	11	318–345	318A–F; 318–345	175–188
		8	F 12–13	15	15	432–461	432A–F; 432–461	231–244

Curriculum Mapping for Grades 6–8

STEP 4 Mini-Assessments				STEP 5 or STEP 6 Tutorials for Non-Mastery/ Enrichments for Mastery				STEP 7 Monitor Instructional Delivery	STEP 8 Maintain Efficacy of Process
Mastering the FCAT (Benchmark)	Interactive Chalkboard CD-ROM (Chapter)	Florida Science Web Site (Chapter)	ExamView® Pro CD-ROM (Chapter)	Succeeding On FCAT (Benchmark)	Chapter Resources & StudentWorks Plus CD-ROM (Pages)	Science Notebooks (Pages)	Florida Science Observer (Volume)	Professional Development (Pages)	Review charts (Pages)
SC.F.1.3.1	4	4	4	SC.F.1.3.1	20–21, 27–34, 46–49	4	Vol. 2, Vol. 3	Refer to p. FL12	Refer to pp. FL13–15
SC.F.1.3.1	12	12	12	SC.F.1.3.1	17–18, 24–25, 27–28, 41–44	12	Vol. 2, Vol. 3	Refer to p. FL12	Refer to pp. FL13–15
SC.F.1.3.1	15	15	15	SC.F.1.3.1	18, 25, 28, 42, 45–46	15	Vol. 2, Vol. 3	Refer to p. FL12	Refer to pp. FL13–15
SC.F.1.3.2	2	2	2	SC.F.1.3.2	20–22, 27, 29–30, 32, 44, 46–48	2	Vol. 2, Vol. 3	Refer to p. FL12	Refer to pp. FL13–15
SC.F.1.3.2	11	11	11	SC.F.1.3.2	20, 27, 30, 44, 47–48	11	Vol. 2, Vol. 3	Refer to p. FL12	Refer to pp. FL13–15
SC.F.1.3.2	15	15	15	SC.F.1.3.2	18, 26, 29, 43	15	Vol. 2, Vol. 3	Refer to p. FL12	Refer to pp. FL13–15
SC.F.1.3.3	3	3	3	SC.F.1.3.3	18, 25, 27, 40, 43–44	3	Vol. 2, Vol. 3	Refer to p. FL12	Refer to pp. FL13–15
SC.F.1.3.3	14	14	14	SC.F.1.3.3	18–20, 25, 27–28, 30, 42, 44	14	Vol. 2, Vol. 3	Refer to p. FL12	Refer to pp. FL13–15
SC.F.1.3.3	13	13	13	SC.F.1.3.3	18, 25, 28, 42, 45–46	13	Vol. 2, Vol. 3	Refer to p. FL12	Refer to pp. FL13–15
SC.F.1.3.4	4	4	4	SC.F.1.3.4	20–21, 27–34, 46–49	4	Vol. 2, Vol. 3	Refer to p. FL12	Refer to pp. FL13–15
SC.F.1.3.4	11	11	11	SC.F.1.3.4	20, 27, 30, 44, 47–48	11	Vol. 2, Vol. 3	Refer to p. FL12	Refer to pp. FL13–15
SC.F.1.3.4	15	15	15	SC.F.1.3.4	18, 25–26, 28–29, 42–43, 45–46	15	Vol. 2, Vol. 3	Refer to p. FL12	Refer to pp. FL13–15
SC.F.1.3.5	2	2	2	SC.F.1.3.5	20–21, 27–28, 30–31, 44–45, 47–48	2	Vol. 2, Vol. 3	Refer to p. FL12	Refer to pp. FL13–15
SC.F.1.3.5	11	11	11	SC.F.1.3.5	20, 27, 30, 44, 47–48	11	Vol. 2, Vol. 3	Refer to p. FL12	Refer to pp. FL13–15
SC.F.1.3.5	13	13	13	SC.F.1.3.5	18–20, 25, 27–28, 30, 42, 44–46	13	Vol. 2, Vol. 3	Refer to p. FL12	Refer to pp. FL13–15
SC.F.1.3.6	4	4	4	SC.F.1.3.6	20–21, 27–34, 46–49	4	Vol. 2, Vol. 3	Refer to p. FL12	Refer to pp. FL13–15
SC.F.1.3.6	11	11	11	SC.F.1.3.6	20, 27, 30, 44, 47–48	11	Vol. 2, Vol. 3	Refer to p. FL12	Refer to pp. FL13–15
SC.F.1.3.6	15	15	15	SC.F.1.3.6	18, 26, 29, 43	15	Vol. 2, Vol. 3	Refer to p. FL12	Refer to pp. FL13–15

			STEP 1 Disaggregate Data		STEP 2 Timeline and Focus Calendar	STEP 3 Benchmark Lessons		
Strand F: The Nature of Science		Grade	FCAT Transparencies (Pages)	ExamView® Pro CD-ROM (Chapter)	Teacher Works CD-ROM (Chapter)	Student Edition StudentWorks Plus CD-ROM (Pages)	Teacher Wraparound Edition (Pages)	Reading Essentials (Pages)
Standard 1: The student describes patterns of structure and function in living things.	**1.3.7:** The student knows that behavior is a response to the environment and influences growth, development, maintenance, and reproduction. CS; MC	6	F 14–15	4	4	94–125	94A–F; 94–125	47–70
		7	F 14–15	13	13	378–403	378A–F; 378–403	203–212
		8	F 14–15	15	15	432–461	432A–F; 432–461	231–244
Standard 2: The student understands the process and importance of genetic diversity.	**2.3.1:** The student knows the patterns and advantages of sexual and asexual reproduction in plants and animals. CS; MC	6	F 16–17	3	3	66–91	66A–F; 66–91	35–46
		7	F 16–17	14	14	404–437	404A–F; 404–437	213–230
		8	F 16–17	14	14	402–431	402A–F; 402–431	219–230
	2.3.2: The student knows that the variation in each species is due to the exchange and interaction of genetic information as it is passed from parent to offspring. AA; MC, SR	6	F 18–19	3	3	66–91	66A–F; 66–91	35–46
		7	F 18–19	14	14	404–437	404A–F; 404–437	213–230
		8	F 18–19	16	16	462–489	462A–F; 462–489	245–258
	2.3.3: The student knows that generally organisms in a population live long enough to reproduce because they have survival characteristics. CS; MC	6	F 20–21	3	3	66–91	66A–F; 66–91	35–46
		7	F 20–21	15	15	438–463	438A–F; 438–463	231–240
		8	F 20–21	17	17	490–519	490A–F; 490–519	259–272
	2.3.4: The student knows that the fossil record provides evidence that changes in the kinds of plants and animals in the environment have been occurring over time. CS; MC	6	F 22–23	1	1	4–35	4A–F; 4–35	1–18
		7	F 22–23	12	12	346–377	346A–F; 346–377	189–202
		8	F 22–23	17	17	490–519	490A–F; 490–519	259–272

Curriculum Mapping for Grades 6–8

STEP 4 Mini-Assessments				STEP 5 or STEP 6 Tutorials for Non-Mastery/ Enrichments for Mastery				STEP 7 Monitor Instructional Delivery	STEP 8 Maintain Efficacy of Process
Mastering the FCAT (Benchmark)	Interactive Chalkboard CD-ROM (Chapter)	Florida Science Web Site (Chapter)	ExamView® Pro CD-ROM (Chapter)	Succeeding On FCAT (Benchmark)	Chapter Resources & StudentWorks Plus CD-ROM (Pages)	Science Notebooks (Pages)	Florida Science Observer (Volume)	Professional Development (Pages)	Review charts (Pages)
SC.F.1.3.7	4	4	4	SC.F.1.3.7	21, 30, 34, 39	4	Vol. 2, Vol. 3	Refer to p. FL12	Refer to pp. FL13–15
SC.F.1.3.7	13	13	13	SC.F.1.3.7	19–20, 26, 28, 41	13	Vol. 2, Vol. 3	Refer to p. FL12	Refer to pp. FL13–15
SC.F.1.3.7	15	15	15	SC.F.1.3.7	18, 26, 29, 43	15	Vol. 2, Vol. 3	Refer to p. FL12	Refer to pp. FL13–15
SC.F.2.3.1	3	3	3	SC.F.2.3.1	18–20, 25–28, 40–41, 43–44	3	Vol. 2, Vol. 3	Refer to p. FL12	Refer to pp. FL13–15
SC.F.2.3.1	14	14	14	SC.F.2.3.1	20, 26–27, 29–30, 45–48, 50–51	14	Vol. 2, Vol. 3	Refer to p. FL12	Refer to pp. FL13–15
SC.F.2.3.1	14	14	14	SC.F.2.3.1	18, 25–26, 28–29, 42–43, 45–46	14	Vol. 2, Vol. 3	Refer to p. FL12	Refer to pp. FL13–15
SC.F.2.3.2	3	3	3	SC.F.2.3.2	18, 25, 27, 40, 43–44	3	Vol. 2, Vol. 3	Refer to p. FL12	Refer to pp. FL13–15
SC.F.2.3.2	14	14	14	SC.F.2.3.2	20, 26–27, 29–30, 45–48, 50–51	14	Vol. 2, Vol. 3	Refer to p. FL12	Refer to pp. FL13–15
SC.F.2.3.2	16	16	16	SC.F.2.3.2	16–18, 23–28, 40–42, 43–44	16	Vol. 2, Vol. 3	Refer to p. FL12	Refer to pp. FL13–15
SC.F.2.3.3	3	3	3	SC.F.2.3.3	18, 25, 27, 40, 43–44	3	Vol. 2, Vol. 3	Refer to p. FL12	Refer to pp. FL13–15
SC.F.2.3.3	15	15	15	SC.F.2.3.3	18–20, 25–28, 40–41, 43–44	15	Vol. 2, Vol. 3	Refer to p. FL12	Refer to pp. FL13–15
SC.F.2.3.3	17	17	17	SC.F.2.3.3	18–20, 25–30, 42–46	17	Vol. 2, Vol. 3	Refer to p. FL12	Refer to pp. FL13–15
SC.F.2.3.4	1	1	1	SC.F.2.3.4	19, 27, 31, 46	1	Vol. 2, Vol. 3	Refer to p. FL12	Refer to pp. FL13–15
SC.F.2.3.4	12	12	12	SC.F.2.3.4	16–17, 23–24, 26–27, 40–41, 43–44	12	Vol. 2, Vol. 3	Refer to p. FL12	Refer to pp. FL13–15
SC.F.2.3.4	17	17	17	SC.F.2.3.4	18–20, 25–30, 42–46	17	Vol. 2, Vol. 3	Refer to p. FL12	Refer to pp. FL13–15

			STEP 1 Disaggregate Data		STEP 2 Timeline and Focus Calendar	STEP 3 Benchmark Lessons		
Strand G: The Nature of Science		Grade	FCAT Transparencies (Pages)	ExamView® Pro CD-ROM (Chapter)	Teacher Works CD-ROM (Chapter)	Student Edition StudentWorks Plus CD-ROM (Pages)	Teacher Wraparound Edition (Pages)	Reading Essentials (Pages)
Standard 1: The student understands the competitive, interdependent, cyclic nature of living things in the environment.	**1.3.1:** The student knows that viruses depend on other living things. (Assessed as G.1.3.4)	6	G 5–6	6	6	160–193	160A–F; 160–193	91–110
		7	G 5–6	11	11	318–345	318A–F; 318–345	175–188
		8	G 5–6	17	17	490–519	490A–F; 490–519	259–272
	1.3.2: The student knows that biological adaptations include changes in structures, behaviors, or physiology that enhance reproductive success in a particular environment. CS; MC	6	G 1–2	3	3	66–91	66A–F; 66–91	35–46
		7	G 1–2	14	14	404–437	404A–F; 404–437	213–230
		8	G 1–2	17	17	490–519	490A–F; 490–519	259–272
	1.3.3: The student understands that the classification of living things is based on a given set of criteria and is a tool for understanding biodiversity and interrelationships. CS; MC	6	G 3–4	1	1	4–35	4A–F; 4–35	1–18
		7	G 3–4	12	12	346–377	346A–F; 346–377	189–202
		8	G 3–4	17	17	490–519	490A–F; 490–519	259–272
	1.3.4: The student knows that the interactions of organisms with each other and with the nonliving parts of their environments result in the flow of energy and the cycling of matter throughout the system. (Also assesses G.1.3.1 and G.1.3.5) AA; MC, SR	6	G 5–6	7	7	196–223	196A–F; 196–223	111–122
		7	G 5–6	16	16	466–493	466A–F; 466–493	241–254
		8	G 5–6	18	18	522–549	522A–F; 522–549	273–284
	1.3.5: The student knows that life is maintained by a continuous input of energy from the sun and by the recycling of the atoms that make up the molecules of living organisms. (Assessed as G.1.3.4)	6	G 5–6	7	7	196–223	196A–F; 196–223	111–122
		7	G 5–6	16	16	466–493	466A–F; 466–493	241–254
		8	G 5–6	18	18	522–549	522A–F; 522–549	273–284

Curriculum Mapping for Grades 6–8

STEP 4 Mini-Assessments				STEP 5 or STEP 6 Tutorials for Non-Mastery/ Enrichments for Mastery				STEP 7 Monitor Instructional Delivery	STEP 8 Maintain Efficacy of Process
Mastering the FCAT (Benchmark)	Interactive Chalkboard CD-ROM (Chapter)	Florida Science Web Site (Chapter)	ExamView® Pro CD-ROM (Chapter)	Succeeding On FCAT (Benchmark)	Chapter Resources & StudentWorks Plus CD-ROM (Pages)	Science Notebooks (Pages)	Florida Science Observer (Volume)	Professional Development (Pages)	Review charts (Pages)
SC.G.1.3.1	6	6	6	SC.G.1.3.1	21, 30, 34, 49	6	Vol. 1–3	Refer to p. FL12	Refer to pp. FL13–15
SC.G.1.3.1	11	11	11	SC.G.1.3.1	21–22, 29, 32, 46	11	Vol. 1–3	Refer to p. FL12	Refer to pp. FL13–15
SC.G.1.3.1	17	17	17	SC.G.1.3.1	18–20, 25–30, 42–46	17	Vol. 1–3	Refer to p. FL12	Refer to pp. FL13–15
SC.G.1.3.2	3	3	3	SC.G.1.3.2	18, 25, 27, 40, 43–44	3	Vol. 1–3	Refer to p. FL12	Refer to pp. FL13–15
SC.G.1.3.2	14	14	14	SC.G.1.3.2	20, 25–30, 44–48, 50–51	14	Vol. 1–3	Refer to p. FL12	Refer to pp. FL13–15
SC.G.1.3.2	17	17	17	SC.G.1.3.2	18–20, 25–30, 42–46	17	Vol. 1–3	Refer to p. FL12	Refer to pp. FL13–15
SC.G.1.3.3	1	1	1	SC.G.1.3.3	19–20, 28, 32, 47, 49–50	1	Vol. 1–3	Refer to p. FL12	Refer to pp. FL13–15
SC.G.1.3.3	12	12	12	SC.G.1.3.3	16–18, 23, 25–26, 28, 40, 42–44	12	Vol. 1–3	Refer to p. FL12	Refer to pp. FL13–15
SC.G.1.3.3	17	17	17	SC.G.1.3.3	18–20, 25–30, 42–46	17	Vol. 1–3	Refer to p. FL12	Refer to pp. FL13–15
SC.G.1.3.4	7	7	7	SC.G.1.3.4	20–21, 27, 29–30, 32, 44, 46	7	Vol. 1–3	Refer to p. FL12	Refer to pp. FL13–15
SC.G.1.3.4	16	16	16	SC.G.1.3.4	20–22, 27–32, 44–48	16	Vol. 1–3	Refer to p. FL12	Refer to pp. FL13–15
SC.G.1.3.4	18	18	18	SC.G.1.3.4	20–22, 27–32, 44–48	18	Vol. 1–3	Refer to p. FL12	Refer to pp. FL13–15
SC.G.1.3.5	7	7	7	SC.G.1.3.5	21, 29, 32, 46	7	Vol. 1–3	Refer to p. FL12	Refer to pp. FL13–15
SC.G.1.3.5	16	16	16	SC.G.1.3.5	21–22, 28–29, 31–32, 45–48	16	Vol. 1–3	Refer to p. FL12	Refer to pp. FL13–15
SC.G.1.3.5	18	18	18	SC.G.1.3.5	21–22, 29, 32, 46–48	18	Vol. 1–3	Refer to p. FL12	Refer to pp. FL13–15

			STEP 1 Disaggregate Data		STEP 2 Timeline and Focus Calendar	STEP 3 Benchmark Lessons		
Strand G: The Nature of Science		Grade	FCAT Transparencies (Pages)	ExamView® Pro CD-ROM (Chapter)	Teacher Works CD-ROM (Chapter)	Student Edition StudentWorks Plus CD-ROM (Pages)	Teacher Wraparound Edition (Pages)	Reading Essentials (Pages)
Standard 2: The student understands the consequences of using limited natural resources.	**2.3.1:** The student knows that some resources are renewable and others are nonrenewable. (Also assesses B.2.3.2) CS; MC	6	G 7–8	9	9	254–285	254A–F; 254–285	137–152
		7	G 7–8	6	6	152–183	152A–F; 152–183	73–92
		8	G 7–8	20	20	580–613	580A–F; 580–613	301–320
	2.3.2: The student knows that all biotic and abiotic factors are interrelated and that if one factor is changed or removed, it impacts the availability of other resources within the system. CS; MC, GR	6	G 9–10	7	7	196–223	196A–F; 196–223	111–122
		7	G 9–10	17	17	494–521	494A–F; 494–521	255–266
		8	G 9–10	18	18	522–549	522A–F; 522–549	273–284
	2.3.3: The student knows that a brief change in the limited resources of an ecosystem may alter the size of a population or the average size of individual organisms and that long-term change may result in the elimination of animal and plant populations inhabiting the Earth. CS; MC, GR	6	G 11–12	8	8	224–253	224A–F; 224–253	123–136
		7	G 11–12	17	17	494–521	494A–F; 494–521	255–266
		8	G 11–12	18	18	522–549	522A–F; 522–549	273–284
	2.3.4: The student understands that humans are a part of an ecosystem and their activities may deliberately or inadvertently alter the equilibrium in ecosystems. (Also assesses D.2.3.2) AA; MC, SR	6	G 13–14	9	9	254–285	254A–F; 254–285	137–152
		7	G 13–14	18	18	522–547	522A–F; 522–547	267–280
		8	G 13–14	19	19	550–579	550A–F; 550–579	285–300

Curriculum Mapping for Grades 6–8

STEP 4 Mini-Assessments				STEP 5 or STEP 6 Tutorials for Non-Mastery/ Enrichments for Mastery				STEP 7 Monitor Instructional Delivery	STEP 8 Maintain Efficacy of Process
Mastering the FCAT (Benchmark)	Interactive Chalkboard CD-ROM (Chapter)	Florida Science Web Site (Chapter)	ExamView® Pro CD-ROM (Chapter)	Succeeding On FCAT (Benchmark)	Chapter Resources & StudentWorks Plus CD-ROM (Pages)	Science Notebooks (Pages)	Florida Science Observer (Volume)	Professional Development (Pages)	Review charts (Pages)
SC.G.2.3.1	9	9	9	SC.G.2.3.1	20–22, 27–32, 44–48	9	Vol. 1–3	Refer to p. FL12	Refer to pp. FL13–15
SC.G.2.3.1	6	6	6	SC.G.2.3.1	19–20, 27, 30, 44–46	6	Vol. 1–3	Refer to p. FL12	Refer to pp. FL13–15
SC.G.2.3.1	20	20	20	SC.G.2.3.1	16, 23–24, 27–28, 44–45	20	Vol. 1–3	Refer to p. FL12	Refer to pp. FL13–15
SC.G.2.3.2	7	7	7	SC.G.2.3.2	20–21, 27, 29–30, 32, 44, 46	7	Vol. 1–3	Refer to p. FL12	Refer to pp. FL13–15
SC.G.2.3.2	17	17	17	SC.G.2.3.2	20, 27, 29, 42, 45–47	17	Vol. 1–3	Refer to p. FL12	Refer to pp. FL13–15
SC.G.2.3.2	18	18	18	SC.G.2.3.2	20, 27, 30, 44	18	Vol. 1–3	Refer to p. FL12	Refer to pp. FL13–15
SC.G.2.3.3	8	8	8	SC.G.2.3.3	19–20, 27, 30, 44–46	8	Vol. 1–3	Refer to p. FL12	Refer to pp. FL13–15
SC.G.2.3.3	17	17	17	SC.G.2.3.3	20–22, 27–30, 42–43, 45–47	17	Vol. 1–3	Refer to p. FL12	Refer to pp. FL13–15
SC.G.2.3.3	18	18	18	SC.G.2.3.3	20, 27–28, 30–31, 44–45	18	Vol. 1–3	Refer to p. FL12	Refer to pp. FL13–15
SC.G.2.3.4	9	9	9	SC.G.2.3.4	20–22, 27–32, 44–48	9	Vol. 1–3	Refer to p. FL12	Refer to pp. FL13–15
SC.G.2.3.4	18	18	18	SC.G.2.3.4	16, 18–20, 25–30, 42–46	18	Vol. 1–3	Refer to p. FL12	Refer to pp. FL13–15
SC.G.2.3.4	19	19	19	SC.G.2.3.4	21–22, 29, 32, 46	19	Vol. 1–3	Refer to p. FL12	Refer to pp. FL13–15

			STEP 1 Disaggregate Data		STEP 2 Timeline and Focus Calendar	STEP 3 Benchmark Lessons		
Strand H: The Nature of Science		Grade	FCAT Transparencies (Pages)	ExamView® Pro CD-ROM (Chapter)	Teacher Works CD-ROM (Chapter)	Student Edition StudentWorks Plus CD-ROM (Pages)	Teacher Wraparound Edition (Pages)	Reading Essentials (Pages)
Standard 1: The student uses the scientific processes and habits of mind to solve problems.	**1.3.1:** The student knows that scientific knowledge is subject to modification as new information challenges prevailing theories and as a new theory leads to looking at old observations in a new way. AA; MC, SR	6	H 1–2	1	1	4–35	4A–F; 4–35	1–18
		7	H 1–2	3	3	64–93	64A–F; 64–93	29–42
		8	H 1–2	1	1	4–39	4A–F; 4–39	1–22
	1.3.2: The student knows that the study of the events that led scientists to discoveries can provide information about the inquiry process and its effects. CS; MC	6	H 3–4	13	13	382–409	382A–F; 382–409	205–222
		7	H 3–4	3	3	64–93	64A–F; 64–93	29–42
		8	H 3–4	17	17	490–519	490A–F; 490–519	259–272
	1.3.3: The student knows that science disciplines differ from one another in topic, techniques, and outcomes, but that they share a common purpose, philosophy, and enterprise. CS; MC	6	H 5–6	22	22	656–687	656A–F; 656–687	359–376
		7	H 5–6	11	11	318–345	318A–F; 318–345	175–188
		8	H 5–6	1	1	4–39	4A–F; 4–39	1–22
	1.3.4: The student knows that accurate record keeping, openness, and replication are essential to maintaining an investigator's credibility with other scientists and society. (Also assesses H.1.3.7) AA; MC, SR	6	H 7–8	14	14	412–441	412A–F; 412–441	223–242
		7	H 7–8	1	1	4–37	4A–F; 4–37	1–18
		8	H 7–8	1	1	4–39	4A–F; 4–39	1–22
	1.3.5: The student knows that a change in one or more variables may alter the outcome of an investigation. AA; MC, GR, SR, ER	6	H 9–10	1	1	4–35	4A–F; 4–35	1–18
		7	H 9–10	1	1	4–37	4A–F; 4–37	1–18
		8	H 9–10	1	1	4–39	4A–F; 4–39	1–22

Curriculum Mapping for Grades 6–8

STEP 4 Mini-Assessments				STEP 5 or STEP 6 Tutorials for Non-Mastery/ Enrichments for Mastery				STEP 7 Monitor Instructional Delivery	STEP 8 Maintain Efficacy of Process
Mastering the FCAT (Benchmark)	Interactive Chalkboard CD-ROM (Chapter)	Florida Science Web Site (Chapter)	ExamView® Pro CD-ROM (Chapter)	Succeeding On FCAT (Benchmark)	Chapter Resources & StudentWorks Plus CD-ROM (Pages)	Science Notebooks (Pages)	Florida Science Observer (Volume)	Professional Development (Pages)	Review charts (Pages)
SC.H.1.3.1	1	1	1	SC.H.1.3.1	18–20, 25–32, 44–47, 49–50	1	Vol. 1, Vol. 2	Refer to p. FL12	Refer to pp. FL13–15
SC.H.1.3.1	3	3	3	SC.H.1.3.1	16–18, 23–26, 38–39, 41–42	3	Vol. 1, Vol. 2	Refer to p. FL12	Refer to pp. FL13–15
SC.H.1.3.1	1	1	1	SC.H.1.3.1	22–24, 39–36, 48–51, 53–54	1	Vol. 1, Vol. 2	Refer to p. FL12	Refer to pp. FL13–15
SC.H.1.3.2	13	13	13	SC.H.1.3.2	20–22, 27–32, 44–48	13	Vol. 1, Vol. 2	Refer to p. FL12	Refer to pp. FL13–15
SC.H.1.3.2	3	3	3	SC.H.1.3.2	16–18, 23–26, 38–39, 41–42	3	Vol. 1, Vol. 2	Refer to p. FL12	Refer to pp. FL13–15
SC.H.1.3.2	17	17	17	SC.H.1.3.2	18–20, 25–30, 42–46	17	Vol. 1, Vol. 2	Refer to p. FL12	Refer to pp. FL13–15
SC.H.1.3.3	22	22	22	SC.H.1.3.3	17–18, 24–25, 27–28, 41–42	22	Vol. 1, Vol. 2	Refer to p. FL12	Refer to pp. FL13–15
SC.H.1.3.3	11	11	11	SC.H.1.3.3	20–22, 28–29, 31–32, 45–46	11	Vol. 1, Vol. 2	Refer to p. FL12	Refer to pp. FL13–15
SC.H.1.3.3	1	1	1	SC.H.1.3.3	22–24, 29–30, 32–34, 36, 48–49, 51, 53–54	1	Vol. 1, Vol. 2	Refer to p. FL12	Refer to pp. FL13–15
SC.H.1.3.4	14	14	14	SC.H.1.3.4	16–18, 23–28, 40–44	14	Vol. 1, Vol. 2	Refer to p. FL12	Refer to pp. FL13–15
SC.H.1.3.4	1	1	1	SC.H.1.3.4	18–20, 25–30, 43–46	1	Vol. 1, Vol. 2	Refer to p. FL12	Refer to pp. FL13–15
SC.H.1.3.4	1	1	1	SC.H.1.3.4	21–22, 30, 34, 51, 53–54	1	Vol. 1, Vol. 2	Refer to p. FL12	Refer to pp. FL13–15
SC.H.1.3.5	1	1	1	SC.H.1.3.5	18–20, 25, 27–29, 31–32, 44, 46–47, 49–50	1	Vol. 1, Vol. 2	Refer to p. FL12	Refer to pp. FL13–15
SC.H.1.3.5	1	1	1	SC.H.1.3.5	18–20, 25–30, 43–46	1	Vol. 1, Vol. 2	Refer to p. FL12	Refer to pp. FL13–15
SC.H.1.3.5	1	1	1	SC.H.1.3.5	22–23, 29, 31, 33, 35, 48, 50	1	Vol. 1, Vol. 2	Refer to p. FL12	Refer to pp. FL13–15

			STEP 1 Disaggregate Data		STEP 2 Timeline and Focus Calendar	STEP 3 Benchmark Lessons		
Strand H: The Nature of Science		Grade	FCAT Transparencies (Pages)	ExamView® Pro CD-ROM (Chapter)	Teacher Works CD-ROM (Chapter)	Student Edition StudentWorks Plus CD-ROM (Pages)	Teacher Wraparound Edition (Pages)	Reading Essentials (Pages)
Standard 1: The student uses the scientific processes and habits of mind to solve problems.	**1.3.6:** The student recognizes the scientific contributions that are made by individuals of diverse backgrounds, interests, talents, and motivations. (Not assessed)	6	H 9–10	22	22	656–687	656A–F; 656–687	359–376
		7	H 9–10	1	1	4–37	4A–F; 4–37	1–18
		8	H 9–10	19	19	550–579	550A–F; 550–579	285–300
	1.3.7: The student knows that when similar investigations give different results, the scientific challenge is to verify whether the differences are significant by further study. (Assessed as H.1.3.4)	6	H 7–8	21	21	622–655	622A–F; 622–655	343–358
		7	H 7–8	1	1	4–37	4A–F; 4–37	1–18
		8	H 7–8	11	11	304–337	304A–F; 304–337	167–184
Standard 2: The student understands that most natural events occur in comprehensible, consistent patterns.	**2.3.1:** The student recognizes that patterns exist within and across systems. CS; MC	6	H 11–12	7	7	196–223	196A–F; 196–223	111–122
		7	H 11–12	15	15	438–463	438A–F; 438–463	231–240
		8	H 11–12	18	18	522–549	522A–F; 522–549	273–284
Standard 3: The student understands that science, technology, and society are interwoven and interdependent.	**3.3.1:** The student knows that science ethics demand that scientists must not knowingly subject coworkers, students, the neighborhood, or the community to health or property risks. (Also assesses H.3.3.2 and H.3.3.3) CS; MC	6	H 13–14	3	3	66–91	66A–F; 66–91	35–46
		7	H 13–14	3	3	64–93	64A–F; 64–93	29–42
		8	H 13–14	1	1	4–39	4A–F; 4–39	1–22
	3.3.2: The student knows that special care must be taken in using animals in scientific research. (Assessed as H.3.3.1)	6	H 13–14	1	1	4–35	4A–F; 4–35	1–18
		7	H 13–14	15	15	438–463	438A–F; 438–463	231–240
		8	H 13–14	1	1	4–39	4A–F; 4–39	1–22

Curriculum Mapping for Grades 6–8

STEP 4 Mini-Assessments				STEP 5 or STEP 6 Tutorials for Non-Mastery/ Enrichments for Mastery				STEP 7 Monitor Instructional Delivery	STEP 8 Maintain Efficacy of Process
Mastering the FCAT (Benchmark)	Interactive Chalkboard CD-ROM (Chapter)	Florida Science Web Site (Chapter)	ExamView® Pro CD-ROM (Chapter)	Succeeding On FCAT (Benchmark)	Chapter Resources & StudentWorks Plus CD-ROM (Pages)	Science Notebooks (Pages)	Florida Science Observer (Volume)	Professional Development (Pages)	Review charts (Pages)
SC.H.1.3.6	22	22	22	SC.H.1.3.6	17–18, 24–25, 27–28, 41–42	22	Vol. 1, Vol. 2	Refer to p. FL12	Refer to pp. FL13–15
SC.H.1.3.6	1	1	1	SC.H.1.3.6	18–20, 25–30, 43–46	1	Vol. 1, Vol. 2	Refer to p. FL12	Refer to pp. FL13–15
SC.H.1.3.6	19	19	19	SC.H.1.3.6	21–22, 28–29, 31–32, 45–46	19	Vol. 1, Vol. 2	Refer to p. FL12	Refer to pp. FL13–15
SC.H.1.3.7	21	21	21	SC.H.1.3.7	20–22, 27, 29–30, 32, 44, 46–48	21	Vol. 1, Vol. 2	Refer to p. FL12	Refer to pp. FL13–15
SC.H.1.3.7	1	1	1	SC.H.1.3.7	18–20, 25–30, 43–46	1	Vol. 1, Vol. 2	Refer to p. FL12	Refer to pp. FL13–15
SC.H.1.3.7	11	11	11	SC.H.1.3.7	21–22, 30, 34, 51, 53–54	11	Vol. 1, Vol. 2	Refer to p. FL12	Refer to pp. FL13–15
SC.H.2.3.1	7	7	7	SC.H.2.3.1	20–21, 27–32, 44–46	7	Vol. 1, Vol. 2	Refer to p. FL12	Refer to pp. FL13–15
SC.H.2.3.1	15	15	15	SC.H.2.3.1	18–20, 25–28, 40–41, 43–44	15	Vol. 1, Vol. 2	Refer to p. FL12	Refer to pp. FL13–15
SC.H.2.3.1	18	18	18	SC.H.2.3.1	20–22, 27–32, 44–48	18	Vol. 1, Vol. 2	Refer to p. FL12	Refer to pp. FL13–15
SC.H.3.3.1	3	3	3	SC.H.3.3.1	17–18, 24, 26, 39	3	Vol. 1, Vol. 2	Refer to p. FL12	Refer to pp. FL13–15
SC.H.3.3.1	3	3	3	SC.H.3.3.1	17–18, 24, 26, 39	3	Vol. 1, Vol. 2	Refer to p. FL12	Refer to pp. FL13–15
SC.H.3.3.1	1	1	1	SC.H.3.3.1	23, 30–31, 34–35, 49–50, 53–54	1	Vol. 1, Vol. 2	Refer to p. FL12	Refer to pp. FL13–15
SC.H.3.3.2	1	1	1	SC.H.3.3.2	17–18, 24, 26, 39	1	Vol. 1, Vol. 2	Refer to p. FL12	Refer to pp. FL13–15
SC.H.3.3.2	15	15	15	SC.H.3.3.2	19–20, 26, 28, 41	15	Vol. 1, Vol. 2	Refer to p. FL12	Refer to pp. FL13–15
SC.H.3.3.2	1	1	1	SC.H.3.3.2	23, 30–31, 34–35, 49–50, 53–54	1	Vol. 1, Vol. 2	Refer to p. FL12	Refer to pp. FL13–15

Strand H: The Nature of Science		Grade	STEP 1 Disaggregate Data: FCAT Transparencies (Pages)	STEP 1 Disaggregate Data: ExamView® Pro CD-ROM (Chapter)	STEP 2 Timeline and Focus Calendar: Teacher Works CD-ROM (Chapter)	STEP 3 Benchmark Lessons: Student Edition StudentWorks Plus CD-ROM (Pages)	STEP 3 Benchmark Lessons: Teacher Wraparound Edition (Pages)	STEP 3 Benchmark Lessons: Reading Essentials (Pages)
Standard 3: The student understands that science, technology, and society are interwoven and interdependent.	**3.3.3:** The student knows that in research involving human subjects, the ethics of science require that potential subjects be fully informed about the risks and benefits associated with the research and of their right to refuse to participate. (Assessed as H.3.3.1)	6	H 13–14	11	11	322–349	322A–F; 322–349	173–186
		7	H 13–14	1	1	4–37	4A–F; 4–37	1–18
		8	H 13–14	1	1	4–39	4A–F; 4–39	1–22
	3.3.4: The student knows that technological design should require taking into account constraints such as natural laws, the properties of the materials used, and economic, political, social, ethical, and aesthetic values. (Also assesses H.3.3.6 and H.3.3.7) CS; MC	6	H 15–16	9	9	254–285	254A–F; 254–285	137–152
		7	H 15–16	1	1	4–37	4A–F; 4–37	1–18
		8	H 15–16	20	20	580–613	580A–F; 580–613	301–320
	3.3.5: The student understands that contributions to the advancement of science, mathematics, and technology have been made by different kinds of people, in different cultures, at different times, and are an intrinsic part of the development of human culture. (Not assessed)	6	H 15–16	9	9	254–285	254A–F; 254–285	137–152
		7	H 15–16	3	3	64–93	64A–F; 64–93	29–42
		8	H 15–16	11	11	304–337	304A–F; 304–337	167–184
	3.3.6: The student knows that no matter who does science and mathematics or invents things, or when or where they do it, the knowledge and technology that result can eventually become available to everyone. (Assessed as H.3.3.4)	6	H 15–16	9	9	254–285	254A–F; 254–285	137–152
		7	H 15–16	1	1	4–37	4A–F; 4–37	1–18
		8	H 15–16	11	11	304–337	304A–F; 304–337	167–184

Curriculum Mapping for Grades 6–8

STEP 4 Mini-Assessments				STEP 5 or STEP 6 Tutorials for Non-Mastery/ Enrichments for Mastery				STEP 7 Monitor Instructional Delivery	STEP 8 Maintain Efficacy of Process
Mastering the FCAT (Benchmark)	Interactive Chalkboard CD-ROM (Chapter)	Florida Science Web Site (Chapter)	ExamView® Pro CD-ROM (Chapter)	Succeeding On FCAT (Benchmark)	Chapter Resources & StudentWorks Plus CD-ROM (Pages)	Science Notebooks (Pages)	Florida Science Observer (Volume)	Professional Development (Pages)	Review charts (Pages)
SC.H.3.3.3	11	11	11	SC.H.3.3.3	17–18, 24, 26, 39	11	Vol. 1, Vol. 2	Refer to p. FL12	Refer to pp. FL13–15
SC.H.3.3.3	1	1	1	SC.H.3.3.3	17–18, 24, 26, 39	1	Vol. 1, Vol. 2	Refer to p. FL12	Refer to pp. FL13–15
SC.H.3.3.3	1	1	1	SC.H.3.3.3	23, 30–31, 34–35, 49–50, 53–54	1	Vol. 1, Vol. 2	Refer to p. FL12	Refer to pp. FL13–15
SC.H.3.3.4	9	9	9	SC.H.3.3.4	21–22, 30, 34, 49	9	Vol. 1, Vol. 2	Refer to p. FL12	Refer to pp. FL13–15
SC.H.3.3.4	1	1	1	SC.H.3.3.4	19–20, 27, 30, 44	1	Vol. 1, Vol. 2	Refer to p. FL12	Refer to pp. FL13–15
SC.H.3.3.4	20	20	20	SC.H.3.3.4	16, 23–24, 27–28, 44–45	20	Vol. 1, Vol. 2	Refer to p. FL12	Refer to pp. FL13–15
SC.H.3.3.5	9	9	9	SC.H.3.3.5	21–22, 30, 34, 49	9	Vol. 1, Vol. 2	Refer to p. FL12	Refer to pp. FL13–15
SC.H.3.3.5	3	3	3	SC.H.3.3.5	16–18, 23–26, 38–39, 41–42	3	Vol. 1, Vol. 2	Refer to p. FL12	Refer to pp. FL13–15
SC.H.3.3.5	11	11	11	SC.H.3.3.5	20–22, 27–34, 48–51, 53–54	11	Vol. 1, Vol. 2	Refer to p. FL12	Refer to pp. FL13–15
SC.H.3.3.6	9	9	9	SC.H.3.3.6	21–22, 30, 34, 49	9	Vol. 1, Vol. 2	Refer to p. FL12	Refer to pp. FL13–15
SC.H.3.3.6	1	1	1	SC.H.3.3.6	19–20, 27, 30, 44	1	Vol. 1, Vol. 2	Refer to p. FL12	Refer to pp. FL13–15
SC.H.3.3.6	11	11	11	SC.H.3.3.6	20, 27, 31, 48	11	Vol. 1, Vol. 2	Refer to p. FL12	Refer to pp. FL13–15

Curriculum Mapping for Grades 6–8

			STEP 1 Disaggregate Data		STEP 2 Timeline and Focus Calendar	STEP 3 Benchmark Lessons		
Strand H: The Nature of Science		Grade	FCAT Transparencies (Pages)	ExamView® Pro CD-ROM (Chapter)	Teacher Works CD-ROM (Chapter)	Student Edition StudentWorks Plus CD-ROM (Pages)	Teacher Wraparound Edition (Pages)	Reading Essentials (Pages)
Standard 3: The student understands that science, technology, and society are interwoven and interdependent.	**3.3.7:** The student knows that computers speed up and extend people's ability to collect, sort, and analyze data; prepare research reports; and share data and ideas with others. (Assessed as H.3.3.4)	6	H 15–16	1	1	4–35	4A–F; 4–35	1–18
		7	H 15–16	1	1	4–37	4A–F; 4–37	1–18
		8	H 15–16	1	1	4–39	4A–F; 4–39	1–22

Curriculum Mapping for Grades 6–8

STEP 4 Mini-Assessments				STEP 5 or STEP 6 Tutorials for Non-Mastery/ Enrichments for Mastery				STEP 7 Monitor Instructional Delivery	STEP 8 Maintain Efficacy of Process
Mastering the FCAT (Benchmark)	Interactive Chalkboard CD-ROM (Chapter)	Florida Science Web Site (Chapter)	ExamView® Pro CD-ROM (Chapter)	Succeeding On FCAT (Benchmark)	Chapter Resources & StudentWorks Plus CD-ROM (Pages)	Science Notebooks (Pages)	Florida Science Observer (Volume)	Professional Development (Pages)	Review charts (Pages)
SC.H.3.3.7	1	1	1	SC.H.3.3.7	18, 25–26, 28–29, 43, 45–46	1	Vol. 1, Vol. 2	Refer to p. FL12	Refer to pp. FL13–15
SC.H.3.3.7	1	1	1	SC.H.3.3.7	18, 25–26, 28–29, 43, 45–46	1	Vol. 1, Vol. 2	Refer to p. FL12	Refer to pp. FL13–15
SC.H.3.3.7	1	1	1	SC.H.3.3.7	23, 31, 35, 50	1	Vol. 1, Vol. 2	Refer to p. FL12	Refer to pp. FL13–15