

**2016-2017 STATE OF FLORIDA INSTRUCTIONAL MATERIALS ADOPTION
STANDARDS ALIGNMENT
COURSE STANDARDS/BENCHMARKS (Form IM7)**

BID ID: 3251

SUBMISSION TITLE: Environmental Science: Sustaining Your World

GRADE LEVEL: 9-12

COURSE TITLE: Environmental Science

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BENCHMARK CODE	BENCHMARK	LESSONS WHERE STANDARD/BENCHMARK IS DIRECTLY ADDRESSED IN MAJOR TOOL (MOST IN-DEPTH COVERAGE LISTED FIRST) (Include the student edition and teacher edition with the page numbers of lesson, a link to lesson, or other identifier for easy lookup by reviewers.)
SC.912.E.6.6:	Analyze past, present, and potential future consequences to the environment resulting from various energy production technologies.	p. 382-409, 412-450
SC.912.E.7.7:	Identify, analyze, and relate the internal (Earth system) and external (astronomical) conditions that contribute to global climate change.	p. 56, 85, 92, 122, 158-162, 207, 222, 359, 384, 520-524, 536-556, 562
SC.912.E.7.8:	Explain how various atmospheric, oceanic, and hydrologic conditions in Florida have influenced and can influence human behavior, both individually and collectively.	p. 195
SC.912.E.7.9:	Cite evidence that the ocean has had a significant influence on climate change by absorbing, storing, and moving heat, carbon, and water.	p. 82-87, 93, 130, 158-160, 174, 536, 541-542
SC.912.L.14.6:	Explain the significance of genetic factors, environmental factors, and pathogenic agents to health from the perspectives of both individual and public health.	p. 29-32, 488-519, 552
SC.912.L.15.3:	Describe how biological diversity is increased by the origin of new species and how it is decreased by the natural process of extinction.	p. 102-111, 116-124, 135-136, 207-214
SC.912.L.15.13:	Describe the conditions required for natural selection, including: overproduction of offspring, inherited variation, and the struggle to survive, which result in differential reproductive success.	p. 116-119

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SC.912.L.16.10:	Evaluate the impact of biotechnology on the individual, society and the environment, including medical and ethical issues.	p. 490
SC.912.L.17.1:	Discuss the characteristics of populations, such as number of individuals, age structure, density, and pattern of distribution.	p. 141, 143, 146-147, 469-470, 499
SC.912.L.17.4:	Describe changes in ecosystems resulting from seasonal variations, climate change and succession.	p. 69-93, 105, 111-116, 138-140, 161, 325, 328, 330, 520-521, 544-550
SC.912.L.17.5:	Analyze how population size is determined by births, deaths, immigration, emigration, and limiting factors (biotic and abiotic) that determine carrying capacity.	p. 26-28, 141-147, 151, 465-469
SC.912.L.17.6:	Compare and contrast the relationships among organisms, including predation, parasitism, competition, commensalism, and mutualism.	p. 79, 114, 133-137, 148, 156, 303-304, 494, 496-500
SC.912.L.17.7:	Characterize the biotic and abiotic components that define freshwater systems, marine systems and terrestrial systems.	p. 156, 163-187
SC.912.L.17.8:	Recognize the consequences of the losses of biodiversity due to catastrophic events, climate changes, human activity, and the introduction of invasive, non-native species.	p. 12, 68, 92-93, 102-105, 112, 121-124, 154, 202-203, 207-208, 214-216, 218-220, 238-239, 248-251, 256-266, 268, 299-300
SC.912.L.17.9:	Use a food web to identify and distinguish producers, consumers, and decomposers. Explain the pathway of energy transfer through trophic levels and the reduction of available energy at successive trophic levels.	p. 72-81, 110
SC.912.L.17.10:	Diagram and explain the biogeochemical cycles of an ecosystem, including water, carbon, and nitrogen cycle.	p. 82-88, 93, 130, 174
SC.912.L.17.11:	Evaluate the costs and benefits of renewable and nonrenewable resources, such as water, energy, fossil fuels, wildlife, and forests.	p. 105-124, 130-148, 154-186, 202-232, 238-266, 320-348, 354-376, 384-408, 414-444
SC.912.L.17.12:	Discuss the political, social, and environmental consequences of sustainable use of land.	p. 18-26, 28-32, 246, 248, 274-275, 310-314, 325, 375-377, 615-624
SC.912.L.17.13:	Discuss the need for adequate monitoring of environmental parameters when making policy decisions.	p. 611, 613-616, 621-622, 624

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SC.912.L.17.14:	Assess the need for adequate waste management strategies.	p. 301, 402-403, 500, 566-601, 612-613
SC.912.L.17.15:	Discuss the effects of technology on environmental quality.	p. 32, 566-567, 570, 587-589
SC.912.L.17.16:	Discuss the large-scale environmental impacts resulting from human activity, including waste spills, oil spills, runoff, greenhouse gases, ozone depletion, and surface and groundwater pollution.	p. 21-34, 68, 94, 104, 294-295, 322-348, 352-378, 386-408, 412-444, 460-484, 488-516, 520-562, 566-598
SC.912.L.17.18:	Describe how human population size and resource use relate to environmental quality.	p. 21-34, 294-295, 322, 330, 375, 460-484, 488-516
SC.912.L.17.19:	Describe how different natural resources are produced and how their rates of use and renewal limit availability.	p. 202-231, 240-266, 272-302, 306-314, 320-333, 348, 352-356, 362-378, 386, 389-408, 412-444
SC.912.L.17.20:	Predict the impact of individuals on environmental systems and examine how human lifestyles affect sustainability.	p. 12-41, 44, 480, 483, 606, 625-628
SC.912.N.1.1:	Define a problem based on a specific body of knowledge, for example: biology, chemistry, physics, and earth/space science, and do the following:	
	1. Pose questions about the natural world, (Articulate the purpose of the investigation and identify the relevant scientific concepts).	p. 47, 98- 99, 190-191, 270-271, 448-449, 632-637
	2. Conduct systematic observations, (Write procedures that are clear and replicable. Identify observables and examine relationships between test (independent) variable and outcome (dependent) variable. Employ appropriate methods for accurate and consistent observations; conduct and record measurements at appropriate levels of precision. Follow safety guidelines).	p. 47, 98- 99, 190-191, 270-271, 448-449, 632-637
	3. Examine books and other sources of information to see what is already known,	p. 47, 98- 99, 190-191, 270-271, 448-449, 632-637
	4. Review what is known in light of empirical evidence, (Examine whether available empirical evidence can be interpreted in terms of existing knowledge and models, and if not, modify or develop new models).	p. 47, 98- 99, 190-191, 270-271, 448-449, 632-637

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	5. Plan investigations, (Design and evaluate a scientific investigation).	p. 47, 98- 99, 190-191, 270-271, 448-449, 632-637
	6. Use tools to gather, analyze, and interpret data (this includes the use of measurement in metric and other systems, and also the generation and interpretation of graphical representations of data, including data tables and graphs), (Collect data or evidence in an organized way. Properly use instruments, equipment, and materials (e.g., scales, probeware, meter sticks, microscopes, computers) including set-up, calibration, technique, maintenance, and storage).	p. 47, 98- 99, 190-191, 270-271, 448-449, 632-637
	7. Pose answers, explanations, or descriptions of events,	p. 47, 98- 99, 190-191, 270-271, 448-449, 632-637
	8. Generate explanations that explicate or describe natural phenomena (inferences),	p. 47, 98- 99, 190-191, 270-271, 448-449, 632-637
	9. Use appropriate evidence and reasoning to justify these explanations to others,	p. 47, 98- 99, 190-191, 270-271, 448-449, 632-637
	10. Communicate results of scientific investigations, and	p. 47, 98- 99, 190-191, 270-271, 448-449, 632-637
	11. Evaluate the merits of the explanations produced by others.	p. 47, 98- 99, 190-191, 270-271, 448-449, 632-637
SC.912.N.1.2:	Describe and explain what characterizes science and its methods.	p. 47, 52
SC.912.N.1.3:	Recognize that the strength or usefulness of a scientific claim is evaluated through scientific argumentation, which depends on critical and logical thinking, and the active consideration of alternative scientific explanations to explain the data presented.	p. 47, 52
SC.912.N.1.4:	Identify sources of information and assess their reliability according to the strict standards of scientific investigation.	p. 47, 52
SC.912.N.1.5:	Describe and provide examples of how similar investigations conducted in many parts of the world result in the same outcome.	p. 47, 52
SC.912.N.1.6:	Describe how scientific inferences are drawn from scientific observations and provide examples from the content being studied.	p. 47, 52

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SC.912.N.2.1:	Identify what is science, what clearly is not science, and what superficially resembles science (but fails to meet the criteria for science).	p. 47, 52
SC.912.N.2.2:	Identify which questions can be answered through science and which questions are outside the boundaries of scientific investigation, such as questions addressed by other ways of knowing, such as art, philosophy, and religion.	p. 47, 52
SC.912.N.2.4:	Explain that scientific knowledge is both durable and robust and open to change. Scientific knowledge can change because it is often examined and re-examined by new investigations and scientific argumentation. Because of these frequent examinations, scientific knowledge becomes stronger, leading to its durability.	p. 47, 52
SC.912.N.3.1:	Explain that a scientific theory is the culmination of many scientific investigations drawing together all the current evidence concerning a substantial range of phenomena; thus, a scientific theory represents the most powerful explanation scientists have to offer.	p. 47, 52
SC.912.N.3.5:	Describe the function of models in science, and identify the wide range of models used in science.	p. 47, 52, 59-60, 92, 542-543, 565
SC.912.N.4.1:	Explain how scientific knowledge and reasoning provide an empirically-based perspective to inform society's decision making.	p. 47, 52
SC.912.P.10.1:	Differentiate among the various forms of energy and recognize that they can be transformed from one form to others.	p. 56-57
SC.912.P.10.2:	Explore the Law of Conservation of Energy by differentiating among open, closed, and isolated systems and explain that the total energy in an isolated system is a conserved quantity.	p. 56-57, 59-60
LAFS.1112.RST.1.1:	Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account.	This benchmark is not directly addressed in this edition of Environmental Science: Sustaining Your World.

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LAFS.1112.RST.1.2:	Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.	p. 3-11, 14-38
LAFS.1112.RST.1.3:	Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.	p. 98-99, 190-191, 270-271, 448-449, 632-633
LAFS.1112.RST.2.4:	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.	Chapters 1-18
LAFS.1112.RST.2.5:	Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.	Chapters 1-18
LAFS.1112.RST.2.6:	Analyze the author’s purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important issues that remain unresolved.	p. 46, 60, 98-99, 124, 190-191, 206, 229, 270-271, 448-449, 609, 632-633
LAFS.1112.RST.3.7:	Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.	p. 38, 41, 60, 63, 78, 94, 97, 124, 127, 148, 151, 186, 189, 232, 235, 266, 269, 314, 317, 348, 351, 378, 381, 408, 411, 444, 446, 484, 487, 516, 519, 562, 565, 598, 601, 628, 631
LAFS.1112.RST.3.8:	Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.	p. 33, 37-38, 56-57, 63, 81, 90, 94, 97, 111, 115, 123-124, 127, 137, 148, 151, 175, 181, 185-186, 189, 232, 235, 248, 255, 266, 269, 313-314, 317, 330, 334, 347-348, 351, 362, 368, 374, 378, 381, 399, 407-408, 411, 425, 441, 444, 447-448, 472, 484, 487, 505, 511, 516, 519, 535, 552, 562, 565, 576, 586, 594, 598, 601, 610, 615, 624, 628, 631
LAFS.1112.RST.3.9:	Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.	p. 38, 41, 60, 63, 78, 94, 97, 124, 127, 148, 151, 186, 189, 232, 235, 266, 269, 314, 317, 348, 351, 378, 381, 408, 411, 444, 446, 484, 487, 516, 519, 562, 565, 598, 601, 628, 631
LAFS.1112.RST.4.10:	By the end of grade 12, read and comprehend science/technical texts in the grades 11–12 text complexity band independently and proficiently.	Chapters 1-18

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LAFS.1112.SL.1.1:	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.	p. 38, 40-41, 62-63, 78, 81, 94, 96-97, 126, 150, 188-189, 232, 234, 266, 268, 314, 316, 350, 380, 410, 446, 484, 487, 516, 518, 562, 564, 598, 600, 628, 630
	a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.	p. 38, 40-41, 62-63, 78, 81, 94, 96-97, 126, 150, 188-189, 232, 234, 266, 268, 314, 316, 350, 380, 410, 446, 484, 487, 516, 518, 562, 564, 598, 600, 628, 630
	b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.	p. 38, 40-41, 62-63, 78, 81, 94, 96-97, 126, 150, 188-189, 232, 234, 266, 268, 314, 316, 350, 380, 410, 446, 484, 487, 516, 518, 562, 564, 598, 600, 628, 630
	c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.	p. 38, 40-41, 62-63, 78, 81, 94, 96-97, 126, 150, 188-189, 232, 234, 266, 268, 314, 316, 350, 380, 410, 446, 484, 487, 516, 518, 562, 564, 598, 600, 628, 630
	d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.	p. 38, 40-41, 62-63, 78, 81, 94, 96-97, 126, 150, 188-189, 232, 234, 266, 268, 314, 316, 350, 380, 410, 446, 484, 487, 516, 518, 562, 564, 598, 600, 628, 630
LAFS.1112.SL.1.2:	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.	p. 38, 41, 60, 63, 78, 94, 97, 124, 127, 148, 151, 186, 189, 232, 235, 266, 269, 314, 317, 348, 351, 378, 381, 408, 411, 444, 446, 484, 487, 516, 519, 562, 565, 598, 601, 628, 631
LAFS.1112.SL.1.3:	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.	p. 38, 41, 60, 63, 78, 94, 97, 124, 127, 148, 151, 186, 189, 232, 235, 266, 269, 314, 317, 348, 351, 378, 381, 408, 411, 444, 446, 484, 487, 516, 519, 562, 565, 598, 601, 628, 631

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LAFS.1112.SL.2.4:	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.	p. 38, 41, 60, 63, 78, 94, 97, 124, 127, 148, 151, 186, 189, 232, 235, 266, 269, 314, 317, 348, 351, 378, 381, 408, 411, 444, 446, 484, 487, 516, 519, 562, 565, 598, 601, 628, 631
LAFS.1112.SL.2.5:	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.	p. 38, 41, 60, 63, 78, 94, 97, 124, 127, 148, 151, 186, 189, 232, 235, 266, 269, 314, 317, 348, 351, 378, 381, 408, 411, 444, 446, 484, 487, 516, 519, 562, 565, 598, 601, 628, 631
LAFS.1112.WHST.1.1:	Write arguments focused on discipline-specific content.	
	a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.	p. 40, 62, 70, 85, 93, 96, 110, 122, 126, 150, 161, 165, 188, 217, 229, 233, 242, 268, 295, 316, 327, 350, 376, 380, 401, 410, 446, 466, 486, 495, 504, 518, 534, 542, 564, 582, 600, 609, 630
	b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.	p. 40, 62, 70, 85, 93, 96, 110, 122, 126, 150, 161, 165, 188, 217, 229, 233, 242, 268, 295, 316, 327, 350, 376, 380, 401, 410, 446, 466, 486, 495, 504, 518, 534, 542, 564, 582, 600, 609, 630
	c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.	p. 40, 62, 70, 85, 93, 96, 110, 122, 126, 150, 161, 165, 188, 217, 229, 233, 242, 268, 295, 316, 327, 350, 376, 380, 401, 410, 446, 466, 486, 495, 504, 518, 534, 542, 564, 582, 600, 609, 630
	d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.	p. 40, 62, 70, 85, 93, 96, 110, 122, 126, 150, 161, 165, 188, 217, 229, 233, 242, 268, 295, 316, 327, 350, 376, 380, 401, 410, 446, 466, 486, 495, 504, 518, 534, 542, 564, 582, 600, 609, 630
	e. Provide a concluding statement or section that follows from or supports the argument presented.	p. 40, 62, 70, 85, 93, 96, 110, 122, 126, 150, 161, 165, 188, 217, 229, 233, 242, 268, 295, 316, 327, 350, 376, 380, 401, 410, 446, 466, 486, 495, 504, 518, 534, 542, 564, 582, 600, 609, 630
LAFS.1112.WHST.1.2:	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.	

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	a. Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.	p. 40, 62, 70, 85, 93, 96, 110, 122, 126, 150, 161, 165, 188, 217, 229, 233, 242, 268, 295, 316, 327, 350, 376, 380, 401, 410, 446, 466, 486, 495, 504, 518, 534, 542, 564, 582, 600, 609, 630
	b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.	p. 40, 62, 70, 85, 93, 96, 110, 122, 126, 150, 161, 165, 188, 217, 229, 233, 242, 268, 295, 316, 327, 350, 376, 380, 401, 410, 446, 466, 486, 495, 504, 518, 534, 542, 564, 582, 600, 609, 630
	c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.	p. 40, 62, 70, 85, 93, 96, 110, 122, 126, 150, 161, 165, 188, 217, 229, 233, 242, 268, 295, 316, 327, 350, 376, 380, 401, 410, 446, 466, 486, 495, 504, 518, 534, 542, 564, 582, 600, 609, 630
	d. Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.	p. 40, 62, 70, 85, 93, 96, 110, 122, 126, 150, 161, 165, 188, 217, 229, 233, 242, 268, 295, 316, 327, 350, 376, 380, 401, 410, 446, 466, 486, 495, 504, 518, 534, 542, 564, 582, 600, 609, 630
	e. Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).	p. 40, 62, 70, 85, 93, 96, 110, 122, 126, 150, 161, 165, 188, 217, 229, 233, 242, 268, 295, 316, 327, 350, 376, 380, 401, 410, 446, 466, 486, 495, 504, 518, 534, 542, 564, 582, 600, 609, 630
LAFS.1112.WHST.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	p. 40, 62, 70, 85, 93, 96, 110, 122, 126, 150, 161, 165, 188, 217, 229, 233, 242, 268, 295, 316, 327, 350, 376, 380, 401, 410, 446, 466, 486, 495, 504, 518, 534, 542, 564, 582, 600, 609, 630
LAFS.1112.WHST.2.5:	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.	p. 40, 62, 70, 85, 93, 96, 110, 122, 126, 150, 161, 165, 188, 217, 229, 233, 242, 268, 295, 316, 327, 350, 376, 380, 401, 410, 446, 466, 486, 495, 504, 518, 534, 542, 564, 582, 600, 609, 630
LAFS.1112.WHST.2.6:	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.	p. 40, 62, 70, 85, 93, 96, 110, 122, 126, 150, 161, 165, 188, 217, 229, 233, 242, 268, 295, 316, 327, 350, 376, 380, 401, 410, 446, 466, 486, 495, 504, 518, 534, 542, 564, 582, 600, 609, 630

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LAFS.1112.WHST.3.7:	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.	p. 40, 62, 70, 85, 93, 96, 110, 122, 126, 150, 161, 165, 188, 217, 229, 233, 242, 268, 295, 316, 327, 350, 376, 380, 401, 410, 4
LAFS.1112.WHST.3.8:	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.	p. 40, 62, 70, 85, 93, 96, 110, 122, 126, 150, 161, 165, 188, 217, 229, 233, 242, 268, 295, 316, 327, 350, 376, 380, 401, 410, 446, 466, 486, 495, 504, 518, 534, 542, 564, 582, 600, 609, 630
LAFS.1112.WHST.3.9:	Draw evidence from informational texts to support analysis, reflection, and research.	p. 40, 62, 70, 85, 93, 96, 110, 122, 126, 150, 161, 165, 188, 217, 229, 233, 242, 268, 295, 316, 327, 350, 376, 380, 401, 410, 446, 466, 486, 495, 504, 518, 534, 542, 564, 582, 600, 609, 630
LAFS.1112.WHST.4.10:	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	p. 40, 62, 70, 85, 93, 96, 110, 122, 126, 150, 161, 165, 188, 217, 229, 233, 242, 268, 295, 316, 327, 350, 376, 380, 401, 410, 4
MAFS.912.F-IF.2.4:	For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship. Key features include: intercepts; intervals where the function is increasing, decreasing, positive, or negative; relative maximums and minimums; symmetries; end behavior; and periodicity. ★	p. 28, 41, 46, 60, 98-99, 111, 124, 143, 148, 151, 166, 168, 170, 190-191, 209, 221, 235, 266, 270-271, 279, 292, 317, 365, 38
MAFS.912.S-ID.1.1:	Represent data with plots on the real number line (dot plots, histograms, and box plots). ★	p. 28, 46, 60, 111, 124, 143, 146, 148, 151, 166, 168, 170, 209, 221, 293, 317, 365, 408, 465, 507, 525, 536, 540, 543, 547
MAFS.912.S-ID.1.2:	Use statistics appropriate to the shape of the data distribution to compare center (median, mean) and spread (interquartile range, standard deviation) of two or more different data sets. ★	This benchmark is not directly addressed in this edition of Environmental Science: Sustaining Your World.

**2016-2017 STATE OF FLORIDA INSTRUCTIONAL MATERIALS ADOPTION
STANDARDS ALIGNMENT
COURSE STANDARDS/BENCHMARKS (Form IM7)**

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MAFS.912.S-ID.1.3:	Interpret differences in shape, center, and spread in the context of the data sets, accounting for possible effects of extreme data points (outliers). ★	p. 94, 124, 141
MAFS.912.S-ID.2.5:	Summarize categorical data for two categories in two-way frequency tables. Interpret relative frequencies in the context of the data (including joint, marginal, and conditional relative frequencies). Recognize possible associations and trends in the data. ★	p. 166, 168, 170
HE.912.C.1.3:	Evaluate how environment and personal health are interrelated.	p. 488-516
HE.912.C.1.7:	Assess the degree of susceptibility to injury, illness or death if engaging in unhealthy/risky behaviors.	p. 488-516
ELD.K12.ELL.SC.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Science.	p. 656-671
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.	This benchmark is not directly addressed in this edition of Environmental Science: Sustaining Your World.