Curriculum Mapping for Physical Science with Earth Science

		STEP 1 Disaggregate Data		STEP 2 Timeline and Focus Calendar	STEP 3 Benchmark Lessons		
Strand A: The Nature of Matter		FCAT Transparencies (Pages)	Exam View (Chapter)	Teacher Works (Chapter)	SE & StudentWorks Plus (Pages)	TWE (Pages)	Reading Essentials (Pages)
Standard 1: The student analyzes the classification and interaction of matter.	**1.4.1** The student knows that the electron configuration in atoms determines how a substance reacts and how much energy is involved in its reactions. CS; MC, GR	A 1–2	22	22	686–717	686A–F; 686–717	389–412
	1.4.2 The student knows that the vast diversity of the properties of materials is primarily due to variations in the forces that hold molecules together. CS; MC	A 3–4	20	20	606–643	606A–F; 606–643	345–364
	1.4.3 The student knows that a change from one phase of matter to another involves a gain or loss of energy. CS; MC, GR	A 5–6	9	9	261–263	261A–F; 261–263	141–160
Standard 2: The student demonstrates an understanding of the particulate nature of matter.	**2.4.1** The student knows that the number and configuration of electrons will equal the number of protons in an electrically neutral atom and when an atom gains or loses electrons, the charge is unbalanced. CS; MC, GR	A 9–10	22	22	686–717	686A–F; 686–717	389–412
	2.4.2 The student knows the difference between an element, a molecule, and a compound. CS; MC	A 11–12	18	18	550–575	550A–F; 550–575	315–326
	2.4.3 The student knows that a number of elements have heavier, unstable nuclei that decay, spontaneously giving off smaller particles and waves that result in a small loss of mass and release a large amount of energy. CS; MC	A 13–14	25	25	784–815	784A–F; 784–815	453–474

Curriculum Mapping for Physical Science with Earth Science

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
FCAT Test Prep (Benchmark)	Interactive Chalkboard (Chapter)	Florida Science Web Site (Chapter)	Exam View (Chapter)	Succeeding On FCAT (Benchmark)	Chapter Resources & StudentWorks Plus (Pages)	Science Notebooks (Chapter)	Professional Development (Page)	Review charts (Page)
S.C.A.1.4.1	22	22	22	S.C.A.1.4.1	20, 28, 31, 45	22	Refer to p. FL 12	Refer to pp. FL 13–15
S.C.A.1.4.2	20	20	20	S.C.A.1.4.2	22, 29, 33, 48, 53–54	20	Refer to p. FL 12	Refer to pp. FL 13–15
S.C.A.1.4.3	9	9	9	S.C.A.1.4.3	20, 28, 32, 47, 51–52	9	Refer to p. FL 12	Refer to pp. FL 13–15
S.C.A.2.4.1	22	22	22	S.C.A.2.4.1	20–22, 28–29, 31–32, 45–48	22	Refer to p. FL 12	Refer to pp. FL 13–15
S.C.A.2.4.2	18	18	18	S.C.A.2.4.2	20, 27, 29, 42, 45–46	18	Refer to p. FL 12	Refer to pp. FL 13–15
S.C.A.2.4.3	25	25	25	S.C.A.2.4.3	20–22, 27–34, 46–49, 51–52	25	Refer to p. FL 12	Refer to pp. FL 13–15

Curriculum Mapping for Physical Science with Earth Science

		STEP 1 Disaggregate Data		STEP 2 Timeline and Focus Calendar	STEP 3 Benchmark Lessons		
Strand A: The Nature of Matter		FCAT Transparencies (Pages)	Exam View (Chapter)	Teacher Works (Chapter)	SE & StudentWorks Plus (Pages)	TWE (Pages)	Reading Essentials (Pages)
Standard 2: The student demonstrates an understanding of the particulate nature of matter.	**2.4.4** The student knows that nuclear energy is released when small, light atoms are fused into heavier ones. (Assessed as A.2.4.3)	A 9–10	24	24	750–783	750A–F; 750–783	433–452
Standard 3: The student applies the information given in the periodic table and predicts behavior of representative elements qualitatively and quantitatively, describing chemical interactions.	**2.4.5** The student knows that elements are arranged into groups and families based on similarities in electron structure and that their physical and chemical properties can be predicted. AA; MC	A 15–16	19	19	576–605	576A–F; 576–605	327–344

Curriculum Mapping for Physical Science with Earth Science

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
FCAT Test Prep (Benchmark)	Interactive Chalkboard (Chapter)	Florida Science Web Site (Chapter)	Exam View (Chapter)	Succeeding On FCAT (Benchmark)	Chapter Resources & StudentWorks Plus (Pages)	Science Notebooks (Chapter)	Professional Development (Page)	Review charts (Page)
S.C.A.2.4.4	24	24	24	S.C.A.2.4.4	20–22, 27–34, 46–49, 51–52	24	Refer to p. FL 12	Refer to pp. FL 13–15
S.C.A.2.4.5	19	19	19	S.C.A.2.4.5	21–22, 29, 32, 46	19	Refer to p. FL 12	Refer to pp. FL 13–15

Curriculum Mapping for Physical Science with Earth Science

		STEP 1 Disaggregate Data		STEP 2 Timeline and Focus Calendar	STEP 3 Benchmark Lessons		
Strand B: Energy		FCAT Transparencies (Pages)	Exam View (Chapter)	Teacher Works (Chapter)	SE & StudentWorks Plus (Pages)	TWE (Pages)	Reading Essentials (Pages)
Standard 1: The student demonstrates understanding of how energy may be changed in form with varying efficiency.	**1.4.1** The student understands how knowledge of energy is fundamental to all the scientific disciplines (e.g., the energy required for biological processes in living organisms and the energy required for the building, erosion, and rebuilding of the Earth). AA; MC, GR, SR	B 1–2	23	23	718–749	718A–F; 718–749	413–432
	1.4.2 The student understands that there is conservation of mass and energy when matter is transformed. (Assessed as B.1.4.1)	B 1–2	5	5	126–151	126A–F; 126–151	69–82

Curriculum Mapping for Physical Science with Earth Science

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
FCAT Test Prep (Benchmark)	Interactive Chalkboard (Chapter)	Florida Science Web Site (Chapter)	Exam View (Chapter)	Succeeding On FCAT (Benchmark)	Chapter Resources & StudentWorks Plus (Pages)	Science Notebooks (Chapter)	Professional Development (Page)	Review charts (Page)
S.C.B.1.4.1	23	23	23	S.C.B.1.4.1	21–22, 30, 34, 49	23	Refer to p. FL 12	Refer to pp. FL 13–15
S.C.B.1.4.2	5	5	5	S.C.B.1.4.2	20, 27, 31, 46, 51–52	5	Refer to p. FL 12	Refer to pp. FL 13–15

Curriculum Mapping for Physical Science with Earth Science

		STEP 1 Disaggregate Data		STEP 2 Timeline and Focus Calendar	STEP 3 Benchmark Lessons		
Strand C: Force and Motion		FCAT Transparencies (Pages)	Exam View (Chapter)	Teacher Works (Chapter)	SE & StudentWorks Plus (Pages)	TWE (Pages)	Reading Essentials (Pages)
Standard 1: The student demonstrates understanding of various forms of energy, including heat, light, sound, electricity, magnetism, and nuclear energy.	**2.4.2** The student knows that electrical forces exist between any two charged objects. (Assessed as C.2.4.3)	C 7–8	13	13	390–421	390A–F; 390–421	221–238
	2.4.3 The student describes how magnetic force and electrical force are two aspects of a single force. (Also assesses C.2.4.2) CS; MC	C 7–8	14	14	422–453	422A–F; 422–453	239–254
	2.4.4 The student knows that the forces that hold the nucleus of an atom together are much stronger than electromagnetic force and that this is the reason for the great amount of energy released from the nuclear reactions in the sun and other stars. CS; MC	C 9–10	25	25	784–815	784A–F; 784–815	453–474
Standard 2: The student applies the information given in the periodic table and predicts behavior of representative elements qualitatively and quantitatively, describing chemical interactions.	**2.4.5** The student knows that most observable forces can be traced to electric forces acting between atoms or molecules. CS; MC	C 11–12	13	13	390–421	390A–F; 390–421	221–238

Curriculum Mapping for Physical Science with Earth Science

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
FCAT Test Prep (Benchmark)	Interactive Chalkboard (Chapter)	Florida Science Web Site (Chapter)	Exam View (Chapter)	Succeeding On FCAT (Benchmark)	Chapter Resources & StudentWorks Plus (Pages)	Science Notebooks (Chapter)	Professional Development (Page)	Review charts (Page)
S.C.C.2.4.2	13	13	13	S.C.C.2.4.2	18–20, 25, 27–28, 30, 42, 44–46	13	Refer to p. FL 12	Refer to pp. FL 13–15
S.C.C.2.4.3	14	14	14	S.C.C.2.4.3	21–22, 29, 32, 46–48	14	Refer to p. FL 12	Refer to pp. FL 13–15
S.C.C.2.4.4	25	25	25	S.C.C.2.4.4	20–22, 27, 30–31, 46, 49	25	Refer to p. FL 12	Refer to pp. FL 13–15
S.C.C.2.4.5	13	13	13	S.C.C.2.4.5	18, 25, 28, 42	13	Refer to p. FL 12	Refer to pp. FL 13–15

Curriculum Mapping for Physical Science with Earth Science

		STEP 1 Disaggregate Data		STEP 2 Timeline and Focus Calendar	STEP 3 Benchmark Lessons		
Strand D: Processes that Shape Earth		FCAT Transparencies (Pages)	Exam View (Chapter)	Teacher Works (Chapter)	SE & StudentWorks Plus (Pages)	TWE (Pages)	Reading Essentials (Pages)
Standard 1: The student explains the rock cycle, describing igneous, sedimentary, and metamorphic rocks and their formation.	**1.4.1** The student knows how climatic patterns on Earth result from an interplay of many factors (Earth's topography, its rotation on its axis, solar radiation, the transfer of heat energy where the atmosphere interfaces with lands and oceans, and wind and ocean currents). AA; MC, SR	D 1–2	17	17	516–547	516A–F; 516–547	293–314
Standard 2: The student demonstrates understanding of the theory of plate tectonics, including possible mechanisms and the factors that determine the development of various land formations, such as volcanism, earthquakes, or mountain building.	**1.4.2** The student knows that the solid crust of Earth consists of slow-moving, separate plates that float on a denser, molten layer of Earth and that these plates interact with each other, changing the Earth's surface in many ways (e.g., forming mountain ranges and rift valleys, causing earthquake and volcanic activity, and forming undersea mountains that can become ocean islands). AA; MC, SR	D 3–4	12	12	352–387	352A–F; 352–387	201–220

Curriculum Mapping for Physical Science with Earth Science

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
FCAT Test Prep (Benchmark)	Interactive Chalkboard (Chapter)	Florida Science Web Site (Chapter)	Exam View (Chapter)	Succeeding On FCAT (Benchmark)	Chapter Resources & StudentWorks Plus (Pages)	Science Notebooks (Pages)	Professional Development (Page)	Review charts (Page)
S.C.D.1.4.1	17	17	17	S.C.D.1.4.1	20–22, 27–28, 30–32, 34, 46–47, 49, 51–52	17	Refer to p. FL 12	Refer to pp. FL 13–15
S.C.D.1.4.2	12	12	12	S.C.D.1.4.2	18–20, 25, 28–29, 44, 47	12	Refer to p. FL 12	Refer to pp. FL 13–15

Curriculum Mapping for Physical Science with Earth Science

		STEP 1 Disaggregate Data		STEP 2 Timeline and Focus Calendar	STEP 3 Benchmark Lessons		
Strand E: Earth and Space		FCAT Transparencies (Pages)	Exam View (Chapter)	Teacher Works (Chapter)	SE & StudentWorks Plus (Pages)	TWE (Pages)	Reading Essentials (Pages)
Standard 1: The student analyzes scientific theories of formation of the universe and solar system with special emphasis on celestial motions and related phenomena, such as eclipses, seasons, phases, distance, and planetary motion.	**1.4.1** The student understands the relationships between events on Earth and the movements of the Earth, its moon, the other planets, and the sun. (Also assesses E.1.4.2 and E.1.4.3) AA; MC, SR	E 1–2	7	7	184–215	184A–F; 184–215	101–118
	1.4.2 The student knows how the characteristics of other planets and satellites are similar to and different from those of the Earth. (Assessed as E.1.4.1)	E 1–2	8	8	216–249	216A–F; 216–249	119–140
	1.4.3 The student knows the various reasons that Earth is the only planet in our Solar System that appears to be capable of supporting life as we know it. (Assessed as E.1.4.1)	E 1–2	8	8	216–249	216A–F; 216–249	119–140
Standard 2: The student demonstrate knowledge of life cycles of stars and composition of interstellar matter.	**2.4.1** The student knows that the stages in the development of three categories of stars are based on mass: stars that have the approximate mass of our Sun, stars that are two- to three-stellar masses and develop into neutron stars, and stars that are five- to sixstellar masses and develop into black holes. CS; MC	E 3–4	26	26	816–847	816A–F; 816–847	475–494

Curriculum Mapping for Physical Science with Earth Science

STEP 4 Mini-Assessments				STEP 5 or STEP 6 Tutorials for Non-Mastery/ Enrichments for Mastery			STEP 7 Monitor Instructional Delivery	STEP 8 Maintain EfficacyofProcess
FCAT Test Prep (Benchmark)	Interactive Chalkboard (Chapter)	Florida Science Web Site (Chapter)	Exam View (Chapter)	Succeeding On FCAT (Benchmark)	Chapter Resources & StudentWorks Plus (Pages)	Science Notebooks (Chapter)	Professional Development (Page)	Review charts (Page)
S.C.E.1.4.1	7	7	7	S.C.E.1.4.1	20–22, 27–32, 44–49	7	Refer to p. FL 12	Refer to pp. FL 13–15
S.C.E.1.4.2	8	8	8	S.C.E.1.4.2	20–21, 27–34, 46–49, 51–52	8	Refer to p. FL 12	Refer to pp. FL 13–15
S.C.E.1.4.3	8	8	8	S.C.E.1.4.3	20–21, 27–34, 46–49, 51–52	8	Refer to p. FL 12	Refer to pp. FL 13–15
S.C.E.2.4.1	26	26	26	S.C.E.2.4.1	18, 26, 30, 45	26	Refer to p. FL 12	Refer to pp. FL 13–15

Curriculum Mapping for Physical Science with Earth Science

		STEP 1 Disaggregate Data		STEP 2 Timeline and Focus Calendar	STEP 3 Benchmark Lessons		
Strand E: Earth and Space		FCAT Transparencies (Pages)	Exam View (Chapter)	Teacher Works (Chapter)	SE & StudentWorks Plus (Pages)	TWE (Pages)	Reading Essentials (Pages)
Standard 2: The student demonstrate knowledge of life cycles of stars and composition of interstellar matter.	**2.4.2** The student identifies the arrangement of bodies found within and outside our galaxy. CS; MC	E 5–6	26	26	816–847	816A–F; 816–847	475–494
	2.4.3 The student knows astronomical distance and time. CS; MC, GR	E 7–8	7	7	184–215	184A–F; 184–215	101–118
	2.4.4 The student understands stellar equilibrium.	E 7–8	26	26	816–847	816A–F; 816–847	475–494
	2.4.5 The student knows various scientific theories on how the universe was formed.	E 7–8	26	26	816–847	816A–F; 816–847	475–494
	2.4.6 The student knows the various ways in which scientists collect and generate data about our universe (e.g., X-ray telescopes, computer simulations of gravitational systems, nuclear reactions, space probes, and supercollider simulations). (Assessed as H.1.4.1)	E 1–2	8	8	216–249	216A–F; 216–249	119–140

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STEP 4 Mini-Assessments				STEP 5 or STEP 6 Tutorials for Non-Mastery/ Enrichments for Mastery			STEP 7 Monitor Instructional Delivery	STEP 8 Maintain EfficacyofProcess
FCAT Test Prep (Benchmark)	Interactive Chalkboard (Chapter)	Florida Science Web Site (Chapter)	Exam View (Chapter)	Succeeding On FCAT (Benchmark)	Chapter Resources & StudentWorks Plus (Pages)	Science Notebooks (Chapter)	Professional Development (Page)	Review charts (Page)
S.C.E.2.4.2	26	26	26	S.C.E.2.4.2	19–20, 27–28, 31–23, 46–47	26	Refer to p. FL 12	Refer to pp. FL 13–15
S.C.E.2.4.3	7	7	7	S.C.E.2.4.3	18, 25, 29, 44, 49–50	7	Refer to p. FL 12	Refer to pp. FL 13–15
S.C.E.2.4.4	26	26	26	S.C.E.2.4.4	18, 26, 30, 45	26	Refer to p. FL 12	Refer to pp. FL 13–15
S.C.E.2.4.5	26	26	26	S.C.E.2.4.5	19–20, 28, 32, 47	26	Refer to p. FL 12	Refer to pp. FL 13–15
S.C.E.2.4.6	8	8	8	S.C.E.2.4.6	22–24, 30–32, 34–36, 49–51, 53–54	8	Refer to p. FL 12	Refer to pp. FL 13–15

Curriculum Mapping for Physical Science with Earth Science

		STEP 1 Disaggregate Data		STEP 2 Timeline and Focus Calendar	STEP 3 Benchmark Lessons		
Strand F: Processes of Life		FCAT Transparencies (Pages)	Exam View (Chapter)	Teacher Works (Chapter)	SE & StudentWorks Plus (Pages)	TWE (Pages)	Reading Essentials (Pages)
Standard 1: The student demonstrates an understanding of human growth and development.	**1.4.2** The student knows that body structures are uniquely designed and adapted for their function. (Assessed as F.2.4.3)	F 11–12	11	11	318–351	318A–F; 318–351	179–200
	1.4.4 The student understands that biological systems obey the same laws of conservation as physical systems. CS; MC	F 3–4	5	5	126–151	126A–F; 126–151	69–82

Curriculum Mapping for Physical Science with Earth Science

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
FCAT Test Prep (Benchmark)	Interactive Chalkboard (Chapter)	Florida Science Web Site (Chapter)	Exam View (Chapter)	Succeeding On FCAT (Benchmark)	Chapter Resources & StudentWorks Plus (Pages)	Science Notebooks (Chapter)	Professional Development (Page)	Review charts (Page)
S.C.F.1.4.2	11	11	11	S.C.F.1.4.2	21–22, 30, 34, 49	11	Refer to p. FL 12	Refer to pp. FL 13–15
S.C.F.1.4.4	5	5	5	S.C.F.1.4.4	21–22, 28, 30, 43	5	Refer to p. FL 12	Refer to pp. FL 13–15

		STEP 1 Disaggregate Data		STEP 2 Timeline and Focus Calendar	STEP 3 Benchmark Lessons		
Strand G: How Living Things Interact with Their Environment		FCAT Transparencies (Pages)	Exam View (Chapter)	Teacher Works (Chapter)	SE & StudentWorks Plus (Pages)	TWE (Pages)	Reading Essentials (Pages)
Standard 1: The student demonstrates an understanding of how renewable and nonrenewable natural resources interact with technology and society.	**2.4.1** The student knows that layers of energy-rich organic materials have been gradually turned into great coal beds and oil pools (fossil fuels) by the pressure of the overlying earth and that humans burn fossil fuels to release the stored energy as heat and carbon dioxide. CS; MC	G 5–6	16	16	484–515	484A–F; 484–515	273–292
	2.4.2 The student knows that changes in a component of an ecosystem will have unpredictable effects on the entire system but that the components of the system tend to react in a way that will restore the ecosystem to its original condition. (Also assesses B.1.4.5 and G.2.4.5) AA; MC, SR, ER	G 7–8	21	21	644–683	644A–F; 644–683	365–388

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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
FCAT Test Prep (Benchmark)	Interactive Chalkboard (Chapter)	Florida Science Web Site (Chapter)	Exam View (Chapter)	Succeeding On FCAT (Benchmark)	Chapter Resources & StudentWorks Plus (Pages)	Science Notebooks (Chapter)	Professional Development (Page)	Review charts (Page)
S.C.G.2.4.1	16	16	16	S.C.G.2.4.1	20–22, 27–32, 44–48	16	Refer to p. FL 12	Refer to pp. FL 13–15
S.C.G.2.4.2	21	21	21	S.C.G.2.4.2	18–20, 25–32, 44–47, 49–50	21	Refer to p. FL 12	Refer to pp. FL 13–15

Curriculum Mapping for Physical Science with Earth Science

		STEP 1 Disaggregate Data		STEP 2 Timeline and Focus Calendar	STEP 3 Benchmark Lessons		
Strand H: The Nature of Science		FCAT Transparencies (Pages)	Exam View (Chapter)	Teacher Works (Chapter)	SE & StudentWorks Plus (Pages)	TWE (Pages)	Reading Essentials (Pages)
Standard 1: The student applies knowledge of the nature of science and scientific habits of mind to solve problems, and employ safe and effective use of laboratory technology.	**1.4.1** The student knows that investigations are conducted to explore new phenomena, to check on previous results, to test how well a theory predicts, and to compare different theories. (Also assesses H.1.2.1, H.1.2.2, H.2.4.2, E.2.4.6, and H.2.4.7) AA; MC, GR, SR, ER	H 1–2	6	6	152–183	152A–F; 152–183	83–100
	1.4.2 The student knows that from time to time, major shifts occur in the scientific view of how the world works, but that more often, the changes that take place in the body of scientific knowledge are small modifications of prior knowledge. (Also assesses H.1.3.2, H.1.4.3, and H.1.4.6) CS; MC	H 3–4	1	1	4–35	4A–F; 4–35	1–18
	1.4.3 The student understands that no matter how well one theory fits observations, a new theory might fit them as well or better, or might fit a wider range of observations, because in science, the testing, revising, and occasional discarding of theories, new and old, never ends and leads to an increasingly better understanding of how things work in the world, but not to absolute truth. (Assessed as H.1.4.2)	H 3–4	15	15	454–483	454A–F; 454–483	255–272

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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
FCAT Test Prep (Benchmark)	Interactive Chalkboard (Chapter)	Florida Science Web Site (Chapter)	Exam View (Chapter)	Succeeding On FCAT (Benchmark)	Chapter Resources & StudentWorks Plus (Pages)	Science Notebooks (Chapter)	Professional Development (Page)	Review charts (Page)
S.C.H.1.4.1	6	6	6	S.C.H.1.4.1	23–24, 31, 34, 48–50	6	Refer to p. FL 12	Refer to pp. FL 13–15
S.C.H.1.4.2	1	1	1	S.C.H.1.4.2	20, 27, 30, 44	1	Refer to p. FL 12	Refer to pp. FL 13–15
S.C.H.1.4.3	15	15	15	S.C.H.1.4.3	20–22, 27, 29, 30, 32, 44, 46	15	Refer to p. FL 12	Refer to pp. FL 13–15

Curriculum Mapping for Physical Science with Earth Science

		STEP 1 Disaggregate Data		STEP 2 Timeline and Focus Calendar	STEP 3 Benchmark Lessons		
Strand H: The Nature of Science		FCAT Transparencies (Pages)	Exam View (Chapter)	Teacher Works (Chapter)	SE & StudentWorks Plus (Pages)	TWE (Pages)	Reading Essentials (Pages)
Standard 2: The student analyzes how the physical, earth-space, and biological sciences interact with technology and society.	**3.4.2** The student knows that technological problems often create a demand for new scientific knowledge and that new technologies make it possible for scientists to extend their research in a way that advances science. (Also assesses H.3.4.5 and H.3.4.6) AA; MC, SR	H 15–16	3	3	68–95	68A–F; 68–95	35–52
	3.4.3 The student knows that scientists can bring information, insights, and analytical skills to matters of public concern and help people understand the possible causes and effects of events. CS; MC	H 17–18	10	10	286–317	286A–F; 286–317	161–178
	3.4.4 The student knows that funds for science research come from federal government agencies, industry, and private foundations and that this funding often influences the areas of discovery.	H 17–18	2	2	36–65	36A–F; 36–65	19–34

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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
FCAT Test Prep (Benchmark)	Interactive Chalkboard (Chapter)	Florida Science Web Site (Chapter)	Exam View (Chapter)	Succeeding On FCAT (Benchmark)	Chapter Resources & StudentWorks Plus (Pages)	Science Notebooks (Chapter)	Professional Development (Page)	Review charts (Page)
S.C.H.3.4.2	3	3	3	S.C.H.3.4.2	21, 28, 31, 45	3	Refer to p. FL 12	Refer to pp. FL 13–15
S.C.H.3.4.3	10	10	10	S.C.H.3.4.3	21, 22, 29, 32, 46	10	Refer to p. FL 12	Refer to pp. FL 13–15
S.C.H.3.4.4	2	2	2	S.C.H.3.4.4	16, 24, 27, 41, 43–44	2	Refer to p. FL 12	Refer to pp. FL 13–15