Florida Tutorials are designed specifically for the New Florida Standards for Math and English Language Arts and the Next Generation Sunshine State Standards (NGSSS) for science and social studies to prepare students for the Florida Standards Assessments and the NGSSS End-of-Course (EOC) exams.

Science Tutorials offer targeted instruction, practice, and review designed to help students develop scientific literacy, deepen conceptual understanding, and apply scientific practices. Students engage with the content in an interactive, feedback-rich environment as they progress through standards-aligned modules. By continually honing their ability to apply knowledge in real-world scenarios, students build the depth of knowledge and higher-order skills required to demonstrate their mastery when put to the test.

In each module, the Learn It and Try It make complex ideas accessible to students as they explore the nature of science through focused content, interactive mini investigations, multi-modal representations, and personalized feedback. The Review It offers a high-impact summary of key concepts and relates those concepts to students' lives. The Test It assesses students' mastery of the module's concepts, providing granular performance data to students and teachers after each attempt. To help students focus on the content most relevant to them, unit-level pretests and posttests can quickly identify where students are strong and where they're still learning.

Unit 1: Nature of Science

- **WHAT IS SCIENCE?**
  - SC.7.N.1.7: Explain that scientific knowledge is the result of a great deal of debate and confirmation within the science community.
  - SC.8.N.2.1: Distinguish between scientific and pseudoscientific ideas.
  - SC.8.N.2.2: Discuss what characterizes science and its methods.
  - SC.7.N.1.6: Explain that empirical evidence is the cumulative body of observations of a natural phenomenon on which scientific explanations are based.
  - SC.7.N.2.1: Identify an instance from the history of science in which scientific knowledge has changed when new evidence or new interpretations are encountered.
  - SC.8.N.1.4: Explain how hypotheses are valuable if they lead to further investigations, even if they turn out not to be supported by the data.
  - SC.8.N.1.6: Understand that scientific investigations involve the collection of relevant empirical evidence, the use of logical reasoning, and the application of imagination in devising hypotheses, predictions, explanations and models to make sense of the collected evidence.

- SC.8.N.4.1: Explain that science is one of the processes that can be used to inform decision making at the community, state, national, and international levels.
- SC.6.N.3.1: Recognize and explain that a scientific theory is a well-supported and widely accepted explanation of nature and is not simply a claim posed by an individual. Thus, the use of the term theory in science is very different than how it is used in everyday life.
- SC.6.N.3.2: Recognize and explain that a scientific law is a description of a specific relationship under given conditions in the natural world. Thus, scientific laws are different from societal laws.
- SC.6.N.3.3: Give several examples of scientific laws.
- SC.7.N.3.1: Recognize and explain the difference between theories and laws and give several examples of scientific theories and the evidence that supports them.
- SC.8.N.3.2: Explain why theories may be modified but are rarely discarded.

- **TYPES OF INVESTIGATIONS**
  - SC.6.N.1.1: Define a problem from the sixth grade curriculum, use appropriate reference materials to support scientific understanding, plan and carry out scientific investigation of various types, such as systematic observations or experiments, identify variables, collect and organize data, interpret data in charts, tables, and graphics, analyze information, make predictions, and defend conclusions.
  - SC.6.N.1.3: Explain the difference between an experiment and other types of scientific investigation, and explain the relative benefits and limitations of each.
  - SC.7.N.1.1: Define a problem from the seventh grade curriculum, use appropriate reference materials to support scientific understanding, plan and carry out scientific investigation of various types, such as systematic observations or experiments, identify variables, collect and organize data, interpret data in charts, tables, and graphics, analyze information, make predictions, and defend conclusions.
  - SC.7.N.1.3: Distinguish between an experiment (which must involve the identification and control of variables) and other forms of scientific investigation and explain that not all scientific knowledge is derived from experimentation.
  - SC.8.N.1.1: Define a problem from the eighth grade curriculum using appropriate reference materials to support scientific understanding, plan and carry out scientific investigations of various types, such as systematic observations or experiments, identify variables, collect and organize data, interpret data in charts, tables, and graphics, analyze information, make predictions, and defend conclusions.
  - SC.6.N.1.2: Explain why scientific investigations should be replicable.
  - SC.7.N.1.2: Differentiate replication (by others) from repetition (multiple trials).
  - SC.7.N.1.4: Identify test variables (independent variables) and outcome variables (dependent variables) in an experiment.
  - SC.8.N.1.2: Design and conduct a study using repeated trials and replication.
  - SC.8.N.1.6: Understand that scientific investigations involve the collection of relevant empirical evidence, the use of logical reasoning, and the application of imagination in devising hypotheses, predictions, explanations and models to make sense of the collected evidence.

- **USING MODELS**
  - SC.6.N.3.4: Identify the role of models in the context of the sixth grade science benchmarks.
  - SC.7.N.3.2: Identify the benefits and limitations of the use of scientific models.
  - SC.8.N.3.1: Select models useful in relating the results of their own investigations.

Unit 2: Measurement and Data

- **TOOLS AND MEASUREMENT**
  - SC.6.N.1.1: Define a problem from the sixth grade curriculum, use appropriate reference materials to support scientific understanding, plan and carry out scientific investigation of various types, such as systematic observations or experiments, identify variables, collect and organize data, interpret data in charts, tables, and graphics, analyze information, make predictions, and defend conclusions.
  - SC.7.N.1.1: Define a problem from the seventh grade curriculum, use appropriate reference materials to support scientific understanding, plan and carry out scientific investigation of various types, such as systematic observations or experiments, identify variables, collect and organize data, interpret data in charts, tables, and graphics, analyze information, make predictions, and defend conclusions.
  - SC.8.N.1.1: Define a problem from the eighth grade curriculum using appropriate reference materials to support scientific understanding, plan and carry out scientific investigations of various types, such as systematic observations or experiments, identify variables, collect and organize data, interpret data in charts, tables, and graphics, analyze information, make predictions, and defend conclusions.
- **DISPLAYING AND INTERPRETING DATA**
  - SC.6.N.1.1: Define a problem from the sixth grade curriculum, use appropriate reference materials to support scientific understanding, plan and carry out scientific investigation of various types, such as systematic observations or experiments, identify variables, collect and organize data, interpret data in charts, tables, and graphics, analyze information, make predictions, and defend conclusions.
  - SC.7.N.1.1: Define a problem from the seventh grade curriculum, use appropriate reference materials to support scientific understanding, plan and carry out scientific investigation of various types, such as systematic observations or experiments, identify variables, collect and organize data, interpret data in charts, tables, and graphics, analyze information, make predictions, and defend conclusions.
  - SC.7.N.1.4: Identify test variables (independent variables) and outcome variables (dependent variables) in an experiment.
  - SC.8.N.1.1: Define a problem from the eighth grade curriculum using appropriate reference materials to support scientific understanding, plan and carry out scientific investigations of various types, such as systematic observations or experiments, identify variables, collect and organize data, interpret data in charts, tables, and graphics, analyze information, make predictions, and defend conclusions.

Unit 3: Nature of Life

- **CHARACTERISTICS OF LIFE**
  - SC.6.L.14.1: Describe and identify patterns in the hierarchical organization of organisms from atoms to molecules and cells to tissues to organs to organ systems to organisms.

- SC.7.L.16.1: Understand and explain that every organism requires a set of instructions that specifies its traits, that this hereditary information (DNA) contains genes located in the chromosomes of each cell, and that heredity is the passage of these instructions from one generation to another.
- SC.7.L.16.3: Compare and contrast the general processes of sexual reproduction requiring meiosis and asexual reproduction requiring mitosis.
- SC.7.L.15.2: Explore the scientific theory of evolution by recognizing and explaining ways in which genetic variation and environmental factors contribute to evolution by natural selection and diversity of organisms.

- **CHEMISTRY OF LIFE**
  - SC.6.L.14.1: Describe and identify patterns in the hierarchical organization of organisms from atoms to molecules and cells to tissues to organs to organ systems to organisms.
  - SC.6.L.14.4: Compare and contrast the structure and function of major organelles of plant and animal cells, including cell wall, cell membrane, nucleus, cytoplasm, chloroplasts, mitochondria, and vacuoles.
  - SC.8.L.18.1: Describe and investigate the process of photosynthesis, such as the roles of light, carbon dioxide, water and chlorophyll; production of food; release of oxygen.
  - SC.8.L.18.2: Describe and investigate how cellular respiration breaks down food to provide energy and releases carbon dioxide.

Unit 4: Cells

- **CELL STRUCTURE**
  - SC.6.L.14.2: Investigate and explain the components of the scientific theory of cells (cell theory): all organisms are composed of cells (single-celled or multi-cellular), all cells come from pre-existing cells, and cells are the basic unit of life.
  - SC.7.N.2.1: Identify an instance from the history of science in which scientific knowledge has changed when new evidence or new interpretations are encountered.
  - SC.7.N.3.1: Recognize and explain the difference between theories and laws and give several examples of scientific theories and the evidence that supports them.
  - SC.6.L.14.4: Compare and contrast the structure and function of major organelles of plant and animal cells, including cell wall, cell membrane, nucleus, cytoplasm, chloroplasts, mitochondria, and vacuoles.
- **CELL NUTRITION AND TRANSPORT**
  - SC.6.L.14.4: Compare and contrast the structure and function of major organelles of plant and animal cells, including cell wall, cell membrane, nucleus, cytoplasm, chloroplasts, mitochondria, and vacuoles.
  - SC.6.L.14.3: Recognize and explore how cells of all organisms undergo similar processes to maintain homeostasis, including extracting energy from food, getting rid of waste, and reproducing.
- **CELL GROWTH AND REPRODUCTION**
  - SC.6.L.14.2: Investigate and explain the components of the scientific theory of cells (cell theory): all organisms are composed of cells (single-celled or multi-cellular), all cells come from pre-existing cells, and cells are the basic unit of life.

- SC.7.L.16.3: Compare and contrast the general processes of sexual reproduction requiring meiosis and asexual reproduction requiring mitosis.

Unit 5: Genetics

- **INHERITANCE**
  - SC.7.L.16.3: Compare and contrast the general processes of sexual reproduction requiring meiosis and asexual reproduction requiring mitosis.
  - SC.7.L.16.1: Understand and explain that every organism requires a set of instructions that specifies its traits, that this hereditary information (DNA) contains genes located in the chromosomes of each cell, and that heredity is the passage of these instructions from one generation to another.
  - SC.7.L.16.2: Determine the probabilities for genotype and phenotype combinations using Punnett Squares and pedigrees.
- **GENES AND DNA**
  - SC.7.L.16.1: Understand and explain that every organism requires a set of instructions that specifies its traits, that this hereditary information (DNA) contains genes located in the chromosomes of each cell, and that heredity is the passage of these instructions from one generation to another.
- **BIOTECHNOLOGY**
  - SC.7.L.16.4: Recognize and explore the impact of biotechnology (cloning, genetic engineering, artificial selection) on the individual, society and the environment.
  - SC.8.N.4.2: Explain how political, social, and economic concerns can affect science, and vice versa.

Unit 6: Diversity of Life

- **DOMAINS AND KINGDOMS OF LIFE**
  - SC.6.L.15.1: Analyze and describe how and why organisms are classified according to shared characteristics with emphasis on the Linnaean system combined with the concept of Domains.
- **CLASSIFICATION OF LIVING THINGS**
  - SC.6.L.15.1: Analyze and describe how and why organisms are classified according to shared characteristics with emphasis on the Linnaean system combined with the concept of Domains.
  - SC.7.N.2.1: Identify an instance from the history of science in which scientific knowledge has changed when new evidence or new interpretations are encountered.

Unit 7: Multicellular Bodies

- **SPECIALIZED CELLS AND TISSUES**
  - SC.6.L.14.1: Describe and identify patterns in the hierarchical organization of organisms from atoms to molecules and cells to tissues to organs to organ systems to organisms.
- **ORGANS AND ORGAN SYSTEMS**
  - SC.6.L.14.1: Describe and identify patterns in the hierarchical organization of organisms from atoms to molecules and cells to tissues to organs to organ systems to organisms.

Unit 8: The Human Body

- **HUMAN ORGAN SYSTEMS**
  - SC.6.L.14.5: Identify and investigate the general functions of the major systems of the human body (digestive, respiratory, circulatory, reproductive, excretory, immune, nervous, and musculoskeletal) and describe ways these systems interact with each other to maintain homeostasis.
  - SC.6.L.14.1: Describe and identify patterns in the hierarchical organization of organisms from atoms to molecules and cells to tissues to organs to organ systems to organisms.
- **DISEASE AND HUMAN HEALTH**
  - SC.6.L.14.6: Compare and contrast types of infectious agents that may infect the human body, including viruses, bacteria, fungi, and parasites.
  - SC.8.N.4.2: Explain how political, social, and economic concerns can affect science, and vice versa.

Unit 9: Reproduction and Development

- **PATTERNS OF REPRODUCTION**
- **LIFE CYCLES**

Unit 10: Response to Stimuli

- **ANIMAL BEHAVIOR**
- **PLANT RESPONSES**

Unit 11: Ecology

- **CHARACTERISTICS OF ECOSYSTEMS**
- **INTERACTIONS IN ECOSYSTEMS**
  - SC.7.L.17.1: Explain and illustrate the roles of and relationships among producers, consumers, and decomposers in the process of energy transfer in a food web.
  - SC.7.L.17.2: Compare and contrast the relationships among organisms such as mutualism, predation, parasitism, competition, and commensalism.
  - SC.8.L.18.3: Construct a scientific model of the carbon cycle to show how matter and energy are continuously transferred within and between organisms and their physical environment.
  - SC.8.L.18.4: Cite evidence that living systems follow the Laws of Conservation of Mass and Energy.
- **SUCCESSION AND ECOSYSTEM STABILITY**

Unit 12: Evolution

- **THEORY OF EVOLUTION**
  - SC.7.L.15.1: Recognize that fossil evidence is consistent with the scientific theory of evolution that living things evolved from earlier species.
- **NATURAL SELECTION**

- SC.7.L.17.3: Describe and investigate various limiting factors in the local ecosystem and their impact on native populations, including food, shelter, water, space, disease, parasitism, predation, and nesting sites.
- SC.7.L.15.2: Explore the scientific theory of evolution by recognizing and explaining ways in which genetic variation and environmental factors contribute to evolution by natural selection and diversity of organisms.