

Florida Proposed K-5 Science Standards

Evolution & Climate Change Public Comment Guide

Middle and High School Are Below In Separate Sections; just scroll down.

IMPORTANT — YOU HAVE TO START AT QUESTION #1 AND CLICK THROUGH THE ENTIRE SECTION.

YOU MUST REACH THE END AND CLICK SUBMIT: After you make your last comment in EACH FDOE survey, you still must click through every remaining standard until you reach the very end of that survey and click SUBMIT. Your comments are not submitted just because you entered them. If your last comment is 50 standards before the end, keep selecting No Comment and clicking Next until you reach the final Submit button.

Start here: [Florida Department of Education — Science Standards Review](#)

You only need to go through each survey once. This guide combines recommendations for both evolution and climate science and follows the surveys in the order you encounter them. For standards not identified below, select No Comment and continue.

EVOLUTION WORDING PRINCIPLE: When the proposed standards describe biological change in populations over time or over generations, the recommended modification explicitly uses the word evolution. The goal is not to add a new concept; it is to name the scientific concept already being described.

Why these stops? The draft already contains many of the building blocks of evolution and climate science. The concern is that several life-science standards describe biological change over time without explicitly using the scientific term evolution. These recommendations preserve the progression while adding accurate scientific vocabulary — including evolution — where the concept is already being taught. You do not need to comment on unrelated standards.

SECTIONS: (all sections are in red; keep main page open and open new tabs as you go).

Section: K–5 Part 1: Energy, Matter, and Force and Motion Standards and Benchmarks

STOP 1 Go to Question 32: SC.4.EN.1.3 — Identify and compare energy sources as renewable or nonrenewable.

CLIMATE — Select MODIFY

Language to enter, personalize as you wish for every stop on this document:

Keep the benchmark as written and add a new Clarification 4: “Instruction includes comparing renewable and nonrenewable energy sources by availability and by age-

appropriate environmental impacts, including pollution, waste, land use, and greenhouse gas emissions.”

The benchmark already asks students to compare renewable and nonrenewable energy sources. Including environmental impacts makes that comparison more meaningful and prepares students to understand why different energy sources have different consequences.

STOP 2 Go to Question 38: SC.5.EN.1.2 — Analyze ways humans use energy.

CLIMATE — Select MODIFY

Keep the benchmark as written and revise Clarification 1 to read: “Instruction includes comparing different uses and sources of energy and recognizing that human energy choices can have different environmental impacts.” Fifth-grade students are already being asked to analyze human energy use. Adding the consequences of energy choices connects human use to the next benchmark on the impact of Earth’s energy sources without requiring policy analysis.

STOP 3 Go to Question 40: SC.5.EN.1.3 — Analyze the impact and availability of Earth’s energy sources.

CLIMATE — Select MODIFY

Exact language to enter:

Keep the benchmark as written and add a new Clarification 3: “Instruction includes comparing environmental impacts of energy sources, including air and water pollution, waste, land use, and greenhouse gas emissions. Instruction includes recognizing that greenhouse gas emissions from fossil fuel use contribute to climate change.”

If students are asked to analyze the impact, advantages, and limitations of energy sources, major environmental impacts should be part of that analysis. This makes the benchmark more scientifically complete while remaining an introductory comparison rather than an analysis of energy policy.

Then: For the rest of Part 1, continue to the very end, and click SUBMIT.

Section: K–5 Part 2: Planet Earth and Space Standards and Benchmarks

STOP 4 Go to Question 85: SC.4.PE.1.3 — Describe ways we use fossil fuels as resources.

CLIMATE — Select MODIFY

Exact language to enter:

Keep the benchmark as written and add a new Clarification 3: “Instruction includes recognizing that using fossil fuels can affect the environment, including through air pollution and the release of greenhouse gases.”

Students are already learning what fossil fuels are and how people use them. An age-appropriate statement about environmental effects gives students a more complete picture of these resources.

STOP 5 —Go to Question 105: SC.5.PE.1.6 — Use fossil evidence to explain Earth’s past environments and organisms.

EVOLUTION — Select MODIFY

Exact language to enter:

Keep the benchmark as written and revise Clarification 2 to read: “Instruction includes explaining how fossils provide evidence that Earth’s environments and the organisms living on Earth have changed over time, providing evidence of biological evolution.”

The example already asks students to compare fossils with modern organisms and describes changes in organisms over time. That biological change over time is evolution. Using the word evolution gives students the correct scientific vocabulary for the concept and connects fossil evidence coherently to later life-science instruction.

STOP 6 —

Go to Question 109: SC.5.PE.2.2 — Explain the relationship between weather and climate.

CLIMATE — Select MODIFY

Exact language to enter:

Keep the benchmark as written and add a new Clarification 6: “Instruction includes recognizing that climate is described using long-term patterns and that long-term climate patterns can change over time.”

Students need the distinction between short-term weather and long-term climate, but they should also understand that climate itself is not fixed. This creates an age-appropriate foundation for later study of climate change.

STOP 7 —Go to Question 111: SC.5.PE.2.3 — Analyze factors that influence weather and climate.

CLIMATE — Select MODIFY

Exact language to enter:

Keep the benchmark as written. Revise Clarification 1 to read: “Instruction includes analyzing factors that influence weather and climate, such as elevation, proximity to water, latitude, wind, humidity, ocean currents, and atmospheric greenhouse gases. Instruction includes

recognizing that human activities can increase atmospheric greenhouse gas concentrations and influence climate over time.”

The draft already asks fifth-grade students to analyze factors that influence climate. Including atmospheric greenhouse gases supplies an important factor missing from the current list and gives students a more complete foundation for later Earth and environmental science.

Then: For the rest of Part 2, continue to the very end, and click SUBMIT.

Section: K–5 Part 3: Life Standards and Benchmarks (part 1 of 2)

STOP 8 : Go to Question 46: SC.4.SL.1.1 — Explain how variations in traits among individuals of the same species can affect survival.

EVOLUTION — Select MODIFY

Exact language to enter:

Keep the benchmark as written and add a clarification: “Instruction includes recognizing that variation among individuals within a species is an important foundation for understanding biological evolution — how populations change over generations.”

This standard already teaches that individuals within a species are not identical and that some variations can provide advantages or disadvantages in particular environments. Connecting variation explicitly to evolution — change in populations over generations — gives students accurate scientific vocabulary and strengthens the progression toward the Grade 5 benchmark on survival and reproduction.

STOP 9 — Go to Question 62: SC.5.SL.1.4 — Compare inherited traits and characteristics influenced by environmental conditions.

EVOLUTION — Select MODIFY

Exact language to enter:

Keep the benchmark as written and add a new Clarification 6: “Instruction includes recognizing that inherited traits, rather than characteristics acquired only because of environmental conditions, can be passed from parents to offspring and contribute to biological evolution — changes in populations over generations.”

The following benchmark depends on students understanding which traits can be inherited. Making that connection explicit helps distinguish changes that happen to an individual during its lifetime from biological evolution — inherited changes in populations over generations.

STOP 10 —

Go to Question 64: SC.5.SL.1.5 — Explain how environmental changes influence which traits are more likely to support survival and reproduction over time.

EVOLUTION — Select MODIFY

Exact language to enter:

Revise the benchmark to read: “Explain how natural selection can contribute to biological evolution by causing advantageous inherited traits to become more common in populations over generations as environmental conditions influence survival and reproduction.” Revise Clarification 4 to read: “Instruction includes explaining that inherited traits supporting survival and reproduction may become more common within populations over generations and that this change in populations over time is biological evolution.” Revise Clarification 6 to read: “Instruction introduces natural selection as a mechanism of biological evolution: individuals with advantageous inherited traits are more likely to survive and reproduce, causing those traits to become more common in populations over generations. Instruction excludes detailed genetic mechanisms, DNA, Punnett squares, and formal quantitative models of natural selection.”

This benchmark already describes both natural selection and biological evolution: environmental conditions affect survival and reproduction, and inherited traits associated with greater survival and reproduction can become more common in a population over generations. The standard should use the scientific terms evolution and natural selection for concepts students are already being asked to understand.

STOP 11 — Go to Question 66: SC.5.SL.1.6 — Explain how human actions can positively or negatively affect organisms and their environments.

CLIMATE — Select MODIFY

Exact language to enter:

Keep the benchmark as written and add a new Clarification 5: “Instruction includes age-appropriate examples of how human activities can alter environmental conditions, including habitat, water quality, air quality, and climate, and how those changes can affect organisms and ecosystems.”

The benchmark already includes habitat protection, conservation, restoration, pollution reduction, coral reefs, the Everglades, and other Florida examples. Including climate among the environmental conditions humans can influence makes the benchmark more complete and connects life science with the climate concepts students encounter in Earth science.

Then: For the rest of Part 3, continue to the very end (all the way to 171!!!), and click SUBMIT. You do not need to complete Part 4 for this guide.

Florida's Proposed Middle School Science Standards

Comment Guide

A MAJOR CHANGE FROM FLORIDA'S CURRENT STANDARDS: Florida's current middle school science standards treat evolution as a major organizing idea. Big Idea 15 is titled "Diversity and Evolution of Living Organisms," and the Grade 7 benchmarks repeatedly and explicitly use the terms "scientific theory of evolution," "evolution by natural selection," and "evolved from earlier species." In the proposed middle school standards, students still encounter natural selection, inherited variation, differential survival and reproduction, fossil evidence, comparative anatomy, genetic evidence, and changes in populations over time—but the word evolution is no longer used to name the central biological concept those ideas describe. We believe this is a significant step backward for Florida students. Removing the accepted scientific term makes the standards less clear, weakens the conceptual framework that connects these topics, and leaves students without the vocabulary they will encounter in high school biology, college science, textbooks, museums, and the broader scientific literature. Our recommendations do not add a new topic. They restore the correct scientific name—evolution—to concepts the proposed standards already require students to learn.

IMPORTANT: The survey requires you to move through the remaining standards and click SUBMIT at the end of each survey section, even if you comment on only a few benchmarks.

EVOLUTION WORDING PRINCIPLE: The proposed middle school standards teach natural selection, inherited variation, differential survival and reproduction, fossil evidence, and changes in populations and organisms over time, but they do not use evolution as the name of the central biological concept. When a standard is teaching biological evolution, the recommended modification explicitly uses the word evolution. This does not add a new topic; it names the scientific concept already being described.

CLIMATE WORDING PRINCIPLE: The proposed standards include the greenhouse effect, climate patterns, anthropogenic influences, and sustainability. Recommended modifications connect those pieces explicitly where needed, especially the role of increasing greenhouse gases in current climate change.

Survey section: Part 2 Earth & Space section

STOP 1: GO TO QUESTION 3 —Connect the Greenhouse Effect to Human-Caused Climate Change

SC.6.PE.1.2

Proposed wording: Explain how solar energy moves through Earth's atmosphere and influences Earth systems. Clarification 2 includes the role of greenhouse gases in regulating Earth's temperature.

Choose: MODIFY

Suggested exact language: Keep the benchmark as written and add a clarification: “Instruction includes that the natural greenhouse effect helps regulate Earth’s temperature and that increases in atmospheric greenhouse gases, including carbon dioxide from human activities, can increase heat retention and contribute to climate change.”

Why: The draft already introduces greenhouse gases and the greenhouse effect. This clarification completes the cause-and-effect relationship students will need later when they study anthropogenic influences on climate.

STOP 2: GO TO QUESTION 5 — Make Anthropogenic Climate Effects Explicit

SC.6.PE.1.3

Proposed wording: Recognize the natural processes and anthropogenic activities that affect Earth’s systems.

Choose: MODIFY

Suggested exact language: Keep the benchmark as written and add a clarification: “Instruction includes examples of anthropogenic activities that affect Earth’s systems, including land-use change and the release of greenhouse gases from fossil-fuel use, and recognizes that these activities can influence climate.”

Why: The benchmark already requires students to distinguish natural processes from human activities. Climate is an important Earth-system example and provides a coherent bridge to Grade 8 climate standards.

STOP 3: GO TO QUESTION 37 — Include Greenhouse Gases Among Factors Influencing Climate

Survey section: Earth & Space section

SC.8.PE.1.5

Proposed wording: Analyze factors that influence climate patterns. The listed clarifications include latitude, elevation, proximity to water, topography, and windward/leeward effects.

Choose: MODIFY

Suggested exact language: Revise the benchmark to read: “Analyze geographic and atmospheric factors that influence climate patterns.” Add a clarification: “Instruction includes the influence of atmospheric greenhouse-gas concentrations on Earth’s energy balance and climate patterns.”

Why: The current list addresses geographic controls on climate but omits an atmospheric factor already introduced in Grade 6: greenhouse gases.

STOP 4: GO TO QUESTION 39 — Clarify Natural and Human Causes of Climate Change

Survey section: Earth & Space section

SC.8.PE.2.1

Proposed wording: Analyze how interactions among Earth's systems influence changes in climate patterns over time. Clarification 2 includes natural processes and anthropogenic influences on climate patterns.

Choose: MODIFY

Suggested exact language: Keep the benchmark as written and revise Clarification 2 to read: "Instruction includes natural processes and anthropogenic influences on climate patterns, including changes in atmospheric greenhouse-gas concentrations associated with human activities."

Why: The draft already requires anthropogenic influences on climate. Naming greenhouse gases makes the intended scientific content explicit rather than leaving the human influence unspecified.

STOP 5: GO TO QUESTION 49 — Include Climate Change in Human Impacts and Sustainability

Survey section: Earth & Space section

SC.8.PE.4.2

Proposed wording: Evaluate anthropogenic impacts on Earth's systems and strategies for sustainability.

Choose: MODIFY

Suggested exact language: Keep the benchmark as written and revise Clarification 1 to read: "Instruction includes impacts on atmospheric conditions and climate, water resources, land surfaces, and biodiversity." Add to Clarification 2: "Instruction includes climate-change mitigation and adaptation strategies."

Why: The benchmark already asks students to evaluate human impacts and compare mitigation and adaptation strategies. Explicitly including climate change makes a major anthropogenic Earth-system impact visible in the standard.

Earth Section Comments Complete- Click all the way to # and hit submit.

Survey section: Life section 6-8 Part 3

STOP 6: GO TO QUESTION 35 — Connect the Requirements for Natural Selection to Evolution

SC.8.SL.2.1

Proposed wording: Recognize the requirements for natural selection to occur in a population.

Choose: MODIFY

Suggested exact language: Revise the benchmark to read: “Recognize the requirements for natural selection to occur in a population and explain that natural selection is a mechanism of biological evolution.”

Why: Students should understand not only the conditions required for natural selection but also what natural selection does: it is a mechanism that can produce evolutionary change in populations over generations.

STOP 7: GO TO QUESTION 37 — Connect Inherited Variation, Survival, and Reproduction to Evolution

Survey section: Life section

SC.8.SL.2.2

Proposed wording: Explain how inherited traits and variation within a population influence survival and reproduction in changing environments.

Choose: MODIFY

Suggested exact language: Keep the benchmark as written and add a clarification: “Instruction includes explaining how heritable variation that affects survival and reproductive success can contribute to biological evolution in populations over generations.”

Why: This benchmark contains the key components of natural selection. Naming their evolutionary consequence makes the conceptual progression explicit.

STOP 8: GO TO QUESTION 39 — Say Evolution Where the Standard Describes It

Survey section: Life section

SC.8.SL.2.3

Proposed wording: Investigate natural selection as a process in which traits in a population may change over time in response to environmental conditions.

Choose: MODIFY

Suggested exact language: Revise the benchmark to read: “Investigate natural selection as a mechanism of biological evolution in which inherited traits in a population may become more or less common over generations in response to environmental conditions and differences in survival and reproduction.”

Why: This is the clearest example of a proposed benchmark describing evolution without using the word evolution. The revision preserves the intended content while using standard scientific terminology.

STOP 9: GO TO QUESTION 43 — Name the Evidence for Evolution

Survey section: Life section

SC.8.SL.3.1

Proposed wording: Identify and evaluate evidence used to explain patterns in how organisms change over time.

Choose: MODIFY

Suggested exact language: Revise the benchmark to read: “Identify and evaluate evidence for biological evolution, including patterns in how organisms have changed over time.”

Why: The examples and clarifications use fossil records, comparative anatomy, and genetic evidence — major lines of evidence used to study evolution. The scientific term should be explicit.

STOP 10: GO TO QUESTION 45 — Connect the Fossil Record Explicitly to Evolution

Survey section: Life section

SC.8.SL.3.2

Proposed wording: Analyze the fossil record to show that life forms have changed over time.

Choose: MODIFY

Suggested exact language: Revise the benchmark to read: “Analyze the fossil record as evidence of biological evolution, showing that life forms and populations have changed over time.”

Why: Florida’s current middle school standards explicitly connect fossil evidence with the scientific theory of evolution. The proposed benchmark retains the evidence but removes the name of the scientific concept it supports.

Florida Proposed 9–12 Science Standards Evolution & Climate Change Public Comment Guide

WHAT CHANGED? Florida’s current high-school standards explicitly name both evolution and global climate change. The current Life Science standard SC.912.L.15 is titled “Diversity and Evolution of Living Organisms” and states that the scientific theory of evolution is the fundamental concept underlying all of biology. It explicitly addresses evidence for evolution, evolutionary relationships, natural selection, speciation, human evolution, genetic drift, gene flow, mutation, and genetic recombination. Current Earth Science standard SC.912.E.7.7 explicitly requires students to analyze conditions that contribute to global climate change, with official examples including greenhouse gases and burning fossil fuels.

IN THE PROPOSED STANDARDS: The proposed 9–12 Life and Planet Earth standards reviewed here no longer use evolution as the name of the central biological concept, and they do not use climate change or global climate change as scientific terms in the proposed benchmark language. Instead, students encounter the component ideas: variation, differential survival and reproduction, population change across generations, greenhouse gases, Earth’s energy balance, climate feedbacks, anthropogenic activities, and changes in the carbon cycle.

OUR PRINCIPLE: When a standard teaches biological evolution, call it evolution. When a standard teaches the causes, evidence, or consequences of climate change, call it climate change. These recommendations do not introduce unrelated topics; they restore the accepted scientific vocabulary for concepts already being taught.

HOW TO USE THIS GUIDE: Go to the numbered survey question shown for each stop. Select Modify, then paste the suggested language into the following response box. You do not need to comment on every benchmark.

Survey section: 9-12 Part 4 Planet Earth and Space

CLIMATE CHANGE

STOP 1: GO TO QUESTION 122 — Name Climate Change in the Greenhouse-Gas Standard
| Benchmark: SC.912.PE.13.2

Proposed benchmark: Analyze how greenhouse processes influence Earth’s temperature and climate patterns.

Suggested modification: Revise the benchmark to read: “Analyze how greenhouse processes and changes in atmospheric greenhouse-gas concentrations influence Earth’s temperature, climate patterns, and climate change.” Add to Clarification 4: “Instruction includes that increases in atmospheric greenhouse gases, including carbon dioxide from human activities, alter Earth’s energy balance and contribute to current climate change.”

Why this matters: The benchmark already teaches greenhouse gases, infrared radiation, Earth’s energy balance, and changing greenhouse-gas concentrations. Naming climate change makes the scientific relationship explicit.

STOP 2: GO TO QUESTION 128 — Connect Climate Feedbacks to Climate Change

Survey section: Planet Earth and Space | Benchmark: SC.912.PE.13.5

Proposed benchmark: Evaluate how feedback mechanisms influence Earth’s climate system.

Suggested modification: Keep the benchmark and add a clarification: “Instruction includes how feedback mechanisms can amplify or reduce climate change, including ice-albedo feedback and other feedbacks involving the atmosphere, oceans, land, and biosphere.”

Why this matters: Students are already expected to study positive and negative climate feedbacks. The clarification should identify their role in climate change rather than discussing climate ‘change’ only in generic terms.

STOP 3: GO TO QUESTION 158 — Explicitly Include Climate Change Among Human Impacts

Survey section: Planet Earth and Space | Benchmark: SC.912.PE.16.1

Proposed benchmark: Analyze anthropogenic activities that interact with Earth systems.

Suggested modification: Add a clarification: “Instruction includes how anthropogenic activities, including fossil-fuel combustion, land-use change, agriculture, and energy production, can alter atmospheric composition and contribute to climate change.”

Why this matters: The proposed strand explicitly addresses anthropogenic effects on climate, but the benchmark does not name climate change. This is a direct place to connect human activities to the climate system.

STOP 4: GO TO QUESTION 160 — Name Anthropogenic Climate Change

Survey section: Planet Earth and Space | Benchmark: SC.912.PE.16.2

Proposed benchmark: Evaluate evidence of how anthropogenic activities interact with atmospheric and energy-related Earth system processes.

Suggested modification: Revise the benchmark to read: “Evaluate evidence of how anthropogenic activities influence atmospheric and energy-related Earth system processes, including climate change.” Add a clarification: “Instruction includes evaluating evidence that human-caused increases in greenhouse gases alter Earth’s energy balance and contribute to observed climate change.”

Why this matters: This benchmark already calls for long-term atmospheric, energy-balance, temperature, and precipitation data. Explicitly naming climate change tells students what those interacting lines of evidence are used to investigate.

STOP 5: GO TO QUESTION 168 — Connect the Carbon Cycle to Climate Change

Survey section: Planet Earth and Space | Benchmark: SC.912.PE.16.6

Proposed benchmark: Analyze how anthropogenic activities influence biogeochemical cycles.

Suggested modification: Keep the benchmark and add a clarification: “Instruction includes how fossil-fuel combustion and other human activities transfer carbon to the atmosphere, increase atmospheric carbon dioxide, alter the carbon cycle, and contribute to climate change.”

Why this matters: The benchmark already requires students to analyze anthropogenic influences on the carbon cycle. The climate consequence of increasing atmospheric carbon dioxide should be stated directly.

Click all the way to the end and hit submit. It's only one more standard.

EVOLUTION

Survey section: 9-12 Part 6 The Science of Life

STOP 6: GO TO QUESTION 1 — Restore Evolutionary Relationships to Classification

| Benchmark: SC.912.SL.1.1

Proposed benchmark: Describe the purpose of biological classification and summarize how classification systems are used to organize biological diversity.

Suggested modification: Revise the benchmark to read: "Describe the purpose of biological classification and summarize how classification systems are used to organize biological diversity and represent evolutionary relationships among organisms." Add a clarification: "Instruction includes that modern classification incorporates evidence of common ancestry and evolutionary relationships."

Why this matters: Florida's current high-school standards explicitly state that organisms are classified based on evolutionary history. The proposed classification strand discusses similarity, difference, and molecular evidence without naming evolutionary relationships.

STOP 7: GO TO QUESTION 60 — Distinguish Heritable Variation

Survey section: Life | Benchmark: SC.912.SL.6.1

Proposed benchmark: Describe sources of variations within a population.

Suggested modification: Revise the benchmark to read: "Describe sources of heritable and nonheritable variation within a population and explain why heritable variation is necessary for biological evolution." Add a clarification: "Instruction includes mutation and genetic recombination as sources of heritable variation."

Why this matters: Natural selection and evolution act on heritable variation. The proposed benchmark lists many individual differences, including scarring and reproductive status, without clearly distinguishing which kinds of variation can be inherited.

STOP 8: GO TO QUESTION 65 — Connect Differential Reproductive Success to Evolution

Survey section: Life | Benchmark: SC.912.SL.6.3

Proposed benchmark: Analyze how variation affects reproductive success within populations.

Suggested modification: Keep the benchmark and add a clarification: “Instruction includes that differences in reproductive success among individuals with heritable variation can change the frequency of inherited traits in a population across generations, contributing to biological evolution.”

Why this matters: The proposed clarification already says reproduction influences which traits become more common in a population. That population-level change across generations is a core component of evolution by natural selection.

STOP 9: GO TO QUESTION 69 — Name Natural Selection as a Mechanism of Evolution

Survey section: Life | Benchmark: SC.912.SL.6.5

Proposed benchmark: Analyze how differences in survival and reproductive success influence population characteristics over time.

Suggested modification: Revise the benchmark to read: “Analyze how differences in survival and reproductive success cause heritable traits to change in frequency within populations across generations through natural selection, a mechanism of biological evolution.” Revise Clarification 2 to read: “Instruction includes that changes in inherited trait frequencies across multiple generations constitute biological evolution.”

Why this matters: This benchmark describes differential survival, differential reproductive success, trait-frequency change, multiple generations, adaptation, and natural selection. It is explicitly teaching evolution and should use the scientific term.

STOP 10: GO TO QUESTION 71 — Use Evolution as the Organizing Concept

Survey section: Life | Benchmark: SC.912.SL.6.6

Proposed benchmark: Evaluate explanations for observed changes in population characteristics using evidence.

Suggested modification: Revise the benchmark to read: “Evaluate evidence-based explanations for biological evolution, including observed changes in inherited population characteristics across generations.” Add a clarification: “Instruction includes synthesizing heritable variation, environmental conditions, differential survival and reproduction, and natural selection to explain evolutionary change in populations.”

Why this matters: The final benchmark asks students to synthesize the processes described throughout SC.912.SL.6. Naming evolution provides the unifying biological concept that connects those processes.

Ok, click through to the end and hit submit.

Thank you!!