

**Access M/J Comprehensive Science**

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# (#7820015)

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# Course Standards

## [SC.6.E.6.1:](https://www.cpalms.org/Public/PreviewStandard/Preview/1756)

Describe and give examples of ways in which Earth's surface is built up and torn down by physical and chemical weathering, erosion, and deposition.

### Related Access Points

| **Name** | **Description** | **Date(s) Instruction** | **Date(s) Assessment** | **Date Mastery** |
| --- | --- | --- | --- | --- |
| [SC.6.E.6.In.1:](file:///C:\Public\PreviewAccessPoint\Preview\7939) | Describe how weathering and erosion reshape the Earth’s surface. |  |  |  |
| [SC.6.E.6.Su.1:](file:///C:\Public\PreviewAccessPoint\Preview\7940) | Recognize that wind and water cause physical weathering and erosion. |  |  |  |
| [SC.6.E.6.Pa.1:](file:///C:\Public\PreviewAccessPoint\Preview\7941) | Recognize that water can move soil. |  |  |  |
| Resources: |  |  |  |  |

## [SC.6.E.6.2:](https://www.cpalms.org/Public/PreviewStandard/Preview/1757)

Recognize that there are a variety of different landforms on Earth's surface such as coastlines, dunes, rivers, mountains, glaciers, deltas, and lakes and relate these landforms as they apply to Florida.

### Related Access Points

| **Name** | **Description** | **Date(s) Instruction** | **Date(s) Assessment** | **Date Mastery** |
| --- | --- | --- | --- | --- |
| [SC.6.E.6.In.2:](file:///C:\Public\PreviewAccessPoint\Preview\7942) | Identify various landforms in Florida, including coastlines, rivers, lakes, and dunes. |  |  |  |
| [SC.6.E.6.Su.2:](file:///C:\Public\PreviewAccessPoint\Preview\7943) | Recognize different landforms in Florida, including beaches (coastlines), rivers, and lakes. |  |  |  |
| [SC.6.E.6.Pa.2:](file:///C:\Public\PreviewAccessPoint\Preview\7944) | Recognize a landform in Florida, such as a beach (coastline), river, or lake. |  |  |  |
| Resources: |  |  |  |  |

[SC.6.E.7.1:](https://www.cpalms.org/Public/PreviewStandard/Preview/1758)

Differentiate among radiation, conduction, and convection, the three mechanisms by which heat is transferred through Earth's system.

### Related Access Points

| **Name** | **Description** | **Date(s) Instruction** | **Date(s) Assessment** | **Date Mastery** |
| --- | --- | --- | --- | --- |
| [SC.6.E.7.In.1:](file:///C:\Public\PreviewAccessPoint\Preview\7945) | Recognize that heat is a flow of energy that moves through Earth’s land, air, and water in different ways, including conduction, convection, and radiation. |  |  |  |
| [SC.6.E.7.Su.1:](file:///C:\Public\PreviewAccessPoint\Preview\7946) | Recognize that heat can transfer from the Sun to the water, land, and air. Recognize that heat can transfer from the Sun to the water, land, and air. |  |  |  |
| [SC.6.E.7.Pa.1:](file:///C:\Public\PreviewAccessPoint\Preview\7947) | Recognize that the Sun is a source of heat. |  |  |  |
| Resources: |  |  |  |  |

## [SC.6.E.7.2:](https://www.cpalms.org/Public/PreviewStandard/Preview/1759)

Investigate and apply how the cycling of water between the atmosphere and hydrosphere has an effect on weather patterns and climate.

**Clarifications:**  
Florida Standards Connections: MAFS.K12.MP.7: Look for and make use of structure

### Related Access Points

| **Name** | **Description** | **Date(s) Instruction** | **Date(s) Assessment** | **Date Mastery** |
| --- | --- | --- | --- | --- |
| [SC.6.E.7.In.2:](file:///C:\Public\PreviewAccessPoint\Preview\7948) | Identify components in the water cycle, including evaporation, condensation, precipitation, ground water, and runoff. |  |  |  |
| [SC.6.E.7.Su.2:](file:///C:\Public\PreviewAccessPoint\Preview\7949) | Recognize parts of the water cycle such as clouds (condensation), rain (precipitation), and evaporation. |  |  |  |
| [SC.6.E.7.Pa.2:](file:///C:\Public\PreviewAccessPoint\Preview\7950) | Recognize that rain comes from clouds. |  |  |  |
| Resources: |  |  |  |  |

### [SC.6.E.7.3:](https://www.cpalms.org/Public/PreviewStandard/Preview/1760)

Describe how global patterns such as the jet stream and ocean currents influence local weather in measurable terms such as temperature, air pressure, wind direction and speed, and humidity and precipitation.

**Clarifications:**

Florida Standards Connections: MAFS.K12.MP.5: Use appropriate tools strategically; MAFS.K12.MP.6: Attend to precision; and, MAFS.K12.MP.7: Look for and make use of structure.

### Related Access Points

| **Name** | **Description** | **Date(s) Instruction** | **Date(s) Assessment** | **Date Mastery** |
| --- | --- | --- | --- | --- |
| [SC.6.E.7.In.3:](file:///C:\Public\PreviewAccessPoint\Preview\7951) | Identify the way elements of weather are measured, including temperature, humidity, wind speed and direction, and precipitation. |  |  |  |
| [SC.6.E.7.Su.3:](file:///C:\Public\PreviewAccessPoint\Preview\7952) | Recognize the way temperature and wind speed are measured. |  |  |  |
| [SC.6.E.7.Pa.3:](file:///C:\Public\PreviewAccessPoint\Preview\7953) | Recognize different types of weather conditions, including hot/cold, raining/not raining, and windy/calm. |  |  |  |
| Resources: |  |  |  |  |

### [SC.6.E.7.4:](https://www.cpalms.org/Public/PreviewStandard/Preview/1761)

Differentiate and show interactions among the geosphere, hydrosphere, cryosphere, atmosphere, and biosphere.

### Related Access Points

| **Name** | **Description** | **Date(s) Instruction** | **Date(s) Assessment** | **Date Mastery** |
| --- | --- | --- | --- | --- |
| [SC.6.E.7.In.4:](file:///C:\Public\PreviewAccessPoint\Preview\7954) | Recognize that Earth consists of different parts, including air that is over the Earth (atmosphere), water that covers much of the Earth (hydrosphere), and the parts that support all living things on Earth (biosphere). |  |  |  |
| [SC.6.E.7.Su.4:](file:///C:\Public\PreviewAccessPoint\Preview\7955) | Recognize where living things are found (biosphere) and where the air is found (atmosphere) on Earth. |  |  |  |
| [SC.6.E.7.Pa.4:](file:///C:\Public\PreviewAccessPoint\Preview\7956) | Recognize that air covers Earth (atmosphere). |  |  |  |
| Resources: |  |  |  |  |

### [SC.6.E.7.5:](https://www.cpalms.org/Public/PreviewStandard/Preview/1762)

Explain how energy provided by the sun influences global patterns of atmospheric movement and the temperature differences between air, water, and land.

**Clarifications:**  
Florida Standards Connections: MAFS.K12.MP.7: Look for and make use of structure

### Related Access Points

| **Name** | **Description** | **Date(s) Instruction** | **Date(s) Assessment** | **Date Mastery** |
| --- | --- | --- | --- | --- |
| [SC.6.E.7.In.5:](file:///C:\Public\PreviewAccessPoint\Preview\7957) | Recognize that there are general patterns of weather that move around Earth, and in North America the patterns typically move from west to east. |  |  |  |
| [SC.6.E.7.Su.5:](file:///C:\Public\PreviewAccessPoint\Preview\7958) | Recognize that there are patterns of weather that move. |  |  |  |
| [SC.6.E.7.Pa.3:](file:///C:\Public\PreviewAccessPoint\Preview\7953) | Recognize different types of weather conditions, including hot/cold, raining/not raining, and windy/calm. |  |  |  |
| Resources: |  |  |  |  |

[SC.6.E.7.6:](https://www.cpalms.org/Public/PreviewStandard/Preview/1763)

Differentiate between weather and climate.

### Related Access Points

| **Name** | **Description** | **Date(s) Instruction** | **Date(s) Assessment** | **Date Mastery** |
| --- | --- | --- | --- | --- |
| [SC.6.E.7.In.6:](file:///C:\Public\PreviewAccessPoint\Preview\7959) | Identify climate as the expected weather patterns in a region. |  |  |  |
| [SC.6.E.7.Su.6:](file:///C:\Public\PreviewAccessPoint\Preview\7960) | Identify the major characteristics of climate in Florida, including temperature and precipitation. |  |  |  |
| [SC.6.E.7.Pa.3:](file:///C:\Public\PreviewAccessPoint\Preview\7953) | Recognize different types of weather conditions, including hot/cold, raining/not raining, and windy/calm. |  |  |  |
| Resources: |  |  |  |  |

[SC.6.E.7.7:](https://www.cpalms.org/Public/PreviewStandard/Preview/1764)

Investigate how natural disasters have affected human life in Florida.

### Related Access Points

| **Name** | **Description** | **Date(s) Instruction** | **Date(s) Assessment** | **Date Mastery** |
| --- | --- | --- | --- | --- |
| [SC.6.E.7.In.7:](file:///C:\Public\PreviewAccessPoint\Preview\7961) | Identify possible effects of hurricanes and other natural disasters on humans in Florida. |  |  |  |
| [SC.6.E.7.Su.7:](file:///C:\Public\PreviewAccessPoint\Preview\7962) | Recognize possible effects of severe storms, hurricanes, or other natural disasters in Florida. |  |  |  |
| [SC.6.E.7.Pa.5:](file:///C:\Public\PreviewAccessPoint\Preview\7963) | Recognize where to go in severe weather situations or drills at school and at home. |  |  |  |
| Resources: |  |  |  |  |

### [SC.6.E.7.8:](https://www.cpalms.org/Public/PreviewStandard/Preview/1765)

Describe ways human beings protect themselves from hazardous weather and sun exposure.

### Related Access Points

| **Name** | **Description** | **Date(s) Instruction** | **Date(s) Assessment** | **Date Mastery** |
| --- | --- | --- | --- | --- |
| [SC.6.E.7.In.8:](file:///C:\Public\PreviewAccessPoint\Preview\7964) | Identify ways humans get ready for severe storms and protect themselves from sun exposure. |  |  |  |
| [SC.6.E.7.Su.8:](file:///C:\Public\PreviewAccessPoint\Preview\7965) | Recognize ways people prepare for severe storms and protect themselves from sun exposure. |  |  |  |
| [SC.6.E.7.Pa.5:](file:///C:\Public\PreviewAccessPoint\Preview\7963) | Recognize where to go in severe weather situations or drills at school and at home. |  |  |  |
| Resources: |  |  |  |  |

[SC.6.E.7.9:](https://www.cpalms.org/Public/PreviewStandard/Preview/1766)

Describe how the composition and structure of the atmosphere protects life and insulates the planet.

**Clarifications:**  
Florida Standards Connections: MAFS.K12.MP.7: Look for and make use of structure

### Related Access Points

| **Name** | **Description** | **Date(s) Instruction** | **Date(s) Assessment** | **Date Mastery** |
| --- | --- | --- | --- | --- |
| [SC.6.E.7.In.9:](file:///C:\Public\PreviewAccessPoint\Preview\7966) | Identify that the atmosphere protects Earth from radiation from the Sun and regulates the temperature. |  |  |  |
| [SC.6.E.7.Su.9:](file:///C:\Public\PreviewAccessPoint\Preview\7967) | Recognize that the air that surrounds Earth (atmosphere) protects living things from the intense heat of the Sun. |  |  |  |
| [SC.6.E.7.Pa.4:](file:///C:\Public\PreviewAccessPoint\Preview\7956) | Recognize that air covers Earth (atmosphere). |  |  |  |
| Resources: |  |  |  |  |

[SC.6.L.14.1:](https://www.cpalms.org/Public/PreviewStandard/Preview/1772)

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.

**Clarifications:**  
Florida Standards Connections: MAFS.K12.MP.7: Look for and make use of structure.

### Related Access Points

| **Name** | **Description** | **Date(s) Instruction** | **Date(s) Assessment** | **Date Mastery** |
| --- | --- | --- | --- | --- |
| [SC.6.L.14.In.1:](file:///C:\Public\PreviewAccessPoint\Preview\7981) | Identify how the major structures of plants and organs of animals work as parts of larger systems, such as the heart is part of the circulatory system that pumps blood. |  |  |  |
| [SC.6.L.14.Su.1:](file:///C:\Public\PreviewAccessPoint\Preview\7982) | Identify the major internal organs of animals and external structures of plants and their functions. |  |  |  |
| [SC.6.L.14.Pa.1:](file:///C:\Public\PreviewAccessPoint\Preview\7983) | Recognize that the human body is made up of various parts. |  |  |  |
| Resources: |  |  |  |  |

### [SC.6.L.14.2:](https://www.cpalms.org/Public/PreviewStandard/Preview/1773)

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.

### Related Access Points

| **Name** | **Description** | **Date(s) Instruction** | **Date(s) Assessment** | **Date Mastery** |
| --- | --- | --- | --- | --- |
| [SC.6.L.14.In.2:](file:///C:\Public\PreviewAccessPoint\Preview\7984) | Identify that the cell is the smallest basic unit of life and most living things are composed of many cells. |  |  |  |
| [SC.6.L.14.Su.2:](file:///C:\Public\PreviewAccessPoint\Preview\7985) | Recognize that there are smaller parts in all living things, too small to be seen without magnification, called cells. |  |  |  |
| [SC.6.L.14.Pa.1:](file:///C:\Public\PreviewAccessPoint\Preview\7986) | Recognize that the human body is made up of various parts. |  |  |  |
| Resources: |  |  |  |  |

### [SC.6.L.14.3:](https://www.cpalms.org/Public/PreviewStandard/Preview/1776)

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.

### Related Access Points

| **Name** | **Description** | **Date(s) Instruction** | **Date(s) Assessment** | **Date Mastery** |
| --- | --- | --- | --- | --- |
| [SC.6.L.14.In.3:](file:///C:\Public\PreviewAccessPoint\Preview\7987) | Identify that cells carry out important functions within an organism, such as using energy from food. |  |  |  |
| [SC.6.L.14.Su.3:](file:///C:\Public\PreviewAccessPoint\Preview\7988) | Recognize that animals, including humans, use energy from food. |  |  |  |
| [SC.6.L.14.Pa.2:](file:///C:\Public\PreviewAccessPoint\Preview\7989) | Identify basic needs of plants and animals. |  |  |  |
| Resources: |  |  |  |  |

### [SC.6.L.14.4:](https://www.cpalms.org/Public/PreviewStandard/Preview/1777)

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.

**Clarifications:**  
Florida Standards Connections: MAFS.K12.MP.7: Look for and make use of structure.

### Related Access Points

| **Name** | **Description** | **Date(s) Instruction** | **Date(s) Assessment** | **Date Mastery** |
| --- | --- | --- | --- | --- |
| [SC.6.L.14.In.4:](file:///C:\Public\PreviewAccessPoint\Preview\7990) | Recognize that plant and animal cells have different parts and each part has a function. |  |  |  |
| [SC.6.L.14.Su.2:](file:///C:\Public\PreviewAccessPoint\Preview\7985) | Recognize that there are smaller parts in all living things, too small to be seen without magnification, called cells. |  |  |  |
| [SC.6.L.14.Pa.2:](file:///C:\Public\PreviewAccessPoint\Preview\7989) | Identify basic needs of plants and animals. |  |  |  |
| Resources: |  |  |  |  |

[SC.6.L.14.5:](https://www.cpalms.org/Public/PreviewStandard/Preview/1778)

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.

### Related Access Points

| **Name** | **Description** | **Date(s) Instruction** | **Date(s) Assessment** | **Date Mastery** |
| --- | --- | --- | --- | --- |
| [SC.6.L.14.In.1:](file:///C:\Public\PreviewAccessPoint\Preview\7981) | Identify how the major structures of plants and organs of animals work as parts of larger systems, such as the heart is part of the circulatory system that pumps blood. |  |  |  |
| [SC.6.L.14.Su.1:](file:///C:\Public\PreviewAccessPoint\Preview\7982) | Identify the major internal organs of animals and external structures of plants and their functions. |  |  |  |
| [SC.6.L.14.Pa.3:](file:///C:\Public\PreviewAccessPoint\Preview\7991) | Recognize body parts related to basic needs, such as mouth for eating. |  |  |  |
| Resources: |  |  |  |  |

### [SC.6.L.14.6:](https://www.cpalms.org/Public/PreviewStandard/Preview/1779)

Compare and contrast types of infectious agents that may infect the human body, including viruses, bacteria, fungi, and parasites.

**Clarifications:**  
Integrate HE.6.C.1.8. Explain how body systems are impacted by hereditary factors and infectious agents.

### Related Access Points

| **Name** | **Description** | **Date(s) Instruction** | **Date(s) Assessment** | **Date Mastery** |
| --- | --- | --- | --- | --- |
| [SC.6.L.14.In.5:](file:///C:\Public\PreviewAccessPoint\Preview\7992) | Recognize that bacteria and viruses can infect the human body. |  |  |  |
| [SC.6.L.14.Su.4:](file:///C:\Public\PreviewAccessPoint\Preview\7993) | Identify ways to prevent infection from bacteria and viruses, such as hand washing. |  |  |  |
| [SC.6.L.14.Pa.4:](file:///C:\Public\PreviewAccessPoint\Preview\7994) | Recognize practices that keep the body free from infection, such as hand washing. |  |  |  |
| Resources: |  |  |  |  |

### [SC.6.L.15.1:](https://www.cpalms.org/Public/PreviewStandard/Preview/1780)

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.

### Related Access Points

| **Name** | **Description** | **Date(s) Instruction** | **Date(s) Assessment** | **Date Mastery** |
| --- | --- | --- | --- | --- |
| [SC.6.L.15.In.1:](file:///C:\Public\PreviewAccessPoint\Preview\7995) | Classify animals into major groups, such as insects, fish, reptiles, mammals, and birds. |  |  |  |
| [SC.6.L.15.Su.1:](file:///C:\Public\PreviewAccessPoint\Preview\7996) | Sort common animals by their physical characteristics. |  |  |  |
| [SC.6.L.15.Pa.1:](file:///C:\Public\PreviewAccessPoint\Preview\7997) | Match animals based on a given shared characteristic. |  |  |  |
| Resources: |  |  |  |  |

### [SC.6.N.1.1:](https://www.cpalms.org/Public/PreviewStandard/Preview/1748)

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.

**Clarifications:**  
Florida Standards Connections: LAFS.68.RST.1.3. Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.

### Related Access Points

| **Name** | **Description** | **Date(s) Instruction** | **Date(s) Assessment** | **Date Mastery** |
| --- | --- | --- | --- | --- |
| [SC.6.N.1.In.1:](file:///C:\Public\PreviewAccessPoint\Preview\7913) | Identify a problem from the sixth grade curriculum, use reference materials to gather information, carry out an experiment, collect and record data, and report results. |  |  |  |
| [SC.6.N.1.Su.1:](file:///C:\Public\PreviewAccessPoint\Preview\7914) | Recognize a problem from the sixth grade curriculum, use materials to gather information, carry out a simple experiment, and record and share results. |  |  |  |
| [SC.6.N.1.Pa.1:](file:///C:\Public\PreviewAccessPoint\Preview\7915) | Recognize a problem related to the sixth grade curriculum, observe and explore objects or activities, and recognize a solution. |  |  |  |
| Resources: |  |  |  |  |

[SC.6.N.1.2:](https://www.cpalms.org/Public/PreviewStandard/Preview/1717)

Explain why scientific investigations should be replicable.

### Related Access Points

| **Name** | **Description** | **Date(s) Instruction** | **Date(s) Assessment** | **Date Mastery** |
| --- | --- | --- | --- | --- |
| [SC.6.N.1.In.2:](file:///C:\Public\PreviewAccessPoint\Preview\7916) | Identify that scientific investigations can be repeated the same way by others. |  |  |  |
| [SC.6.N.1.Su.2:](file:///C:\Public\PreviewAccessPoint\Preview\7917) | Recognize that experiments involve procedures that can be repeated the same way by others. |  |  |  |
| [SC.6.N.1.Pa.2:](file:///C:\Public\PreviewAccessPoint\Preview\7918) | Recognize that when a common activity is repeated, it has the same result. |  |  |  |
| Resources: |  |  |  |  |

### [SC.6.N.1.3:](https://www.cpalms.org/Public/PreviewStandard/Preview/1749)

Explain the difference between an experiment and other types of scientific investigation, and explain the relative benefits and limitations of each.

**Clarifications:**  
Explain that an investigation is observing or studying the natural world, without interference or manipulation, and an experiment is an investigation that involves variables (independent/manipulated and dependent/ outcome) and establishes cause-and-effect relationships (Schwartz, 2007).

### Related Access Points

| **Name** | **Description** | **Date(s) Instruction** | **Date(s) Assessment** | **Date Mastery** |
| --- | --- | --- | --- | --- |
| [SC.6.N.1.In.3:](file:///C:\Public\PreviewAccessPoint\Preview\7919) | Identify that scientists can use different kinds of experiments, methods, and explanations to find answers to scientific questions. |  |  |  |
| [SC.6.N.1.Su.3:](file:///C:\Public\PreviewAccessPoint\Preview\7920) | Recognize that scientists perform experiments, make observations, and gather evidence to answer scientific questions. |  |  |  |
| [SC.6.N.1.Pa.3:](file:///C:\Public\PreviewAccessPoint\Preview\7921) | Recognize that people conduct activities and share information about science. |  |  |  |
| Resources: |  |  |  |  |

### [SC.6.N.1.4:](https://www.cpalms.org/Public/PreviewStandard/Preview/1750)

Discuss, compare, and negotiate methods used, results obtained, and explanations among groups of students conducting the same investigation.

### Related Access Points

| **Name** | **Description** | **Date(s) Instruction** | **Date(s) Assessment** | **Date Mastery** |
| --- | --- | --- | --- | --- |
| [SC.6.N.1.In.3:](file:///C:\Public\PreviewAccessPoint\Preview\7919) | Identify that scientists can use different kinds of experiments, methods, and explanations to find answers to scientific questions. |  |  |  |
| [SC.6.N.1.Su.3:](file:///C:\Public\PreviewAccessPoint\Preview\7920) | Recognize that scientists perform experiments, make observations, and gather evidence to answer scientific questions. |  |  |  |
| [SC.6.N.1.Pa.3:](file:///C:\Public\PreviewAccessPoint\Preview\7921) | Recognize that people conduct activities and share information about science. |  |  |  |
| Resources: |  |  |  |  |

### [SC.6.N.1.5:](https://www.cpalms.org/Public/PreviewStandard/Preview/1751)

Recognize that science involves creativity, not just in designing experiments, but also in creating explanations that fit evidence.

**Clarifications:**  
Florida Standards Connections: LAFS.68.RST.3.7; LAFS.68.WHST.1.2; and, LAFS.68.WHST.3.9.

### Related Access Points

| **Name** | **Description** | **Date(s) Instruction** | **Date(s) Assessment** | **Date Mastery** |
| --- | --- | --- | --- | --- |
| [SC.6.N.1.In.4:](file:///C:\Public\PreviewAccessPoint\Preview\7922) | Compare results of observations and experiments of self and others. |  |  |  |
| [SC.6.N.1.Su.4:](file:///C:\Public\PreviewAccessPoint\Preview\7923) | Identify information based on observations and experiments of self and others. |  |  |  |
| [SC.6.N.1.Pa.3:](file:///C:\Public\PreviewAccessPoint\Preview\7921) | Recognize that people conduct activities and share information about science. |  |  |  |
| Resources: |  |  |  |  |

[SC.6.N.2.1:](https://www.cpalms.org/Public/PreviewStandard/Preview/1731)

Distinguish science from other activities involving thought.

**Clarifications:**  
Thought refers to any mental or intellectual activity involving an individual's subjective consciousness. Science is a systematic process that pursues, builds and organizes knowledge in the form of testable explanations and predictions about the natural world.

### Related Access Points

| **Name** | **Description** | **Date(s) Instruction** | **Date(s) Assessment** | **Date Mastery** |
| --- | --- | --- | --- | --- |
| [SC.6.N.2.In.1:](file:///C:\Public\PreviewAccessPoint\Preview\7924) | Identify familiar topics included in the study of science. |  |  |  |
| [SC.6.N.2.Su.1:](file:///C:\Public\PreviewAccessPoint\Preview\7925) | Recognize familiar topics in the study of science. |  |  |  |
| [SC.6.N.2.Pa.1:](file:///C:\Public\PreviewAccessPoint\Preview\7926) | Recognize objects and pictures related to science. |  |  |  |
| Resources: |  |  |  |  |

### [SC.6.N.2.2:](https://www.cpalms.org/Public/PreviewStandard/Preview/1752)

Explain that scientific knowledge is durable because it is open to change as new evidence or interpretations are encountered.

### Related Access Points

| **Name** | **Description** | **Date(s) Instruction** | **Date(s) Assessment** | **Date Mastery** |
| --- | --- | --- | --- | --- |
| [SC.6.N.2.In.2:](file:///C:\Public\PreviewAccessPoint\Preview\7927) | Identify that scientific knowledge changes with new evidence or new interpretations. |  |  |  |
| [SC.6.N.2.Su.2:](file:///C:\Public\PreviewAccessPoint\Preview\7928) | Recognize that scientific knowledge changes when new things are discovered. |  |  |  |
| [SC.6.N.2.Pa.1:](file:///C:\Public\PreviewAccessPoint\Preview\7926) | Recognize objects and pictures related to science. |  |  |  |
| Resources: |  |  |  |  |

### [SC.6.N.2.3:](https://www.cpalms.org/Public/PreviewStandard/Preview/1753)

Recognize that scientists who make contributions to scientific knowledge come from all kinds of backgrounds and possess varied talents, interests, and goals.

### Related Access Points

| **Name** | **Description** | **Date(s) Instruction** | **Date(s) Assessment** | **Date Mastery** |
| --- | --- | --- | --- | --- |
| [SC.6.N.1.In.3:](file:///C:\Public\PreviewAccessPoint\Preview\7919) | Identify that scientists can use different kinds of experiments, methods, and explanations to find answers to scientific questions. |  |  |  |
| [SC.6.N.2.Su.3:](file:///C:\Public\PreviewAccessPoint\Preview\7929) | Recognize contributions of well-known scientists. |  |  |  |
| [SC.6.N.2.Pa.2:](file:///C:\Public\PreviewAccessPoint\Preview\7930) | Recognize a scientist as a person who works with science. |  |  |  |
| Resources: |  |  |  |  |

### [SC.6.N.3.1:](https://www.cpalms.org/Public/PreviewStandard/Preview/1754)

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.

### Related Access Points

| **Name** | **Description** | **Date(s) Instruction** | **Date(s) Assessment** | **Date Mastery** |
| --- | --- | --- | --- | --- |
| [SC.6.N.3.In.1:](file:///C:\Public\PreviewAccessPoint\Preview\7931) | Identify that a scientific theory is an explanation of nature supported by evidence. |  |  |  |
| [SC.6.N.3.Su.1:](file:///C:\Public\PreviewAccessPoint\Preview\7932) | Recognize that a scientific theory is an explanation of nature. |  |  |  |
| [SC.6.N.3.Pa.1:](file:///C:\Public\PreviewAccessPoint\Preview\7933) | Observe and recognize a predictable cause-effect relationship related to a science topic. |  |  |  |
| Resources: |  |  |  |  |

[SC.6.N.3.2:](https://www.cpalms.org/Public/PreviewStandard/Preview/1755)

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.

### Related Access Points

| **Name** | **Description** | **Date(s) Instruction** | **Date(s) Assessment** | **Date Mastery** |
| --- | --- | --- | --- | --- |
| [SC.6.N.3.In.2:](file:///C:\Public\PreviewAccessPoint\Preview\7934) | Identify examples of scientific laws (proven descriptions of nature), such as the law of gravity. |  |  |  |
| [SC.6.N.3.Su.2:](file:///C:\Public\PreviewAccessPoint\Preview\7935) | Recognize events that are based on scientific laws, such as the law of gravity. |  |  |  |
| [SC.6.N.3.Pa.1:](file:///C:\Public\PreviewAccessPoint\Preview\7933) | Observe and recognize a predictable cause-effect relationship related to a science topic. |  |  |  |
| Resources: |  |  |  |  |

### [SC.6.N.3.3:](https://www.cpalms.org/Public/PreviewStandard/Preview/1732)

Give several examples of scientific laws.

### Related Access Points

| **Name** | **Description** | **Date(s) Instruction** | **Date(s) Assessment** | **Date Mastery** |
| --- | --- | --- | --- | --- |
| [SC.6.N.3.In.2:](file:///C:\Public\PreviewAccessPoint\Preview\7934) | Identify examples of scientific laws (proven descriptions of nature), such as the law of gravity. |  |  |  |
| [SC.6.N.3.Su.2:](file:///C:\Public\PreviewAccessPoint\Preview\7935) | Recognize events that are based on scientific laws, such as the law of gravity. |  |  |  |
| [SC.6.N.3.Pa.1:](file:///C:\Public\PreviewAccessPoint\Preview\7933) | Observe and recognize a predictable cause-effect relationship related to a science topic. |  |  |  |
| Resources: |  |  |  |  |

### [SC.6.N.3.4:](https://www.cpalms.org/Public/PreviewStandard/Preview/1733)

Identify the role of models in the context of the sixth grade science benchmarks.

**Clarifications:**  
Florida Standards Connections: MAFS.K12.MP.4: Model with mathematics.

### Related Access Points

| **Name** | **Description** | **Date(s) Instruction** | **Date(s) Assessment** | **Date Mastery** |
| --- | --- | --- | --- | --- |
| [SC.6.N.3.In.3:](file:///C:\Public\PreviewAccessPoint\Preview\7936) | Identify models used in the context of sixth grade science access points. |  |  |  |
| [SC.6.N.3.Su.3:](file:///C:\Public\PreviewAccessPoint\Preview\7937) | Recognize models used in the context of sixth grade science access points. |  |  |  |
| [SC.6.N.3.Pa.2:](file:///C:\Public\PreviewAccessPoint\Preview\7938) | Associate a model with an activity used in the context of sixth grade science access points. |  |  |  |
| Resources: |  |  |  |  |

### [SC.6.P.11.1:](https://www.cpalms.org/Public/PreviewStandard/Preview/1767)

Explore the Law of Conservation of Energy by differentiating between potential and kinetic energy. Identify situations where kinetic energy is transformed into potential energy and vice versa.

### Related Access Points

| **Name** | **Description** | **Date(s) Instruction** | **Date(s) Assessment** | **Date Mastery** |
| --- | --- | --- | --- | --- |
| [SC.6.P.11.In.1:](file:///C:\Public\PreviewAccessPoint\Preview\7968) | Identify energy as stored (potential) or expressed in motion (kinetic). |  |  |  |
| [SC.6.P.11.Su.1:](file:///C:\Public\PreviewAccessPoint\Preview\7969) | Recognize examples of stored energy, such as in a roller coaster. |  |  |  |
| [SC.6.P.11.Pa.1:](file:///C:\Public\PreviewAccessPoint\Preview\7970) | Distinguish between objects in motion (kinetic energy) and at rest. |  |  |  |
| Resources: |  |  |  |  |

[SC.6.P.12.1:](https://www.cpalms.org/Public/PreviewStandard/Preview/1768)

Measure and graph distance versus time for an object moving at a constant speed. Interpret this relationship.

**Clarifications:**  
Florida Standards Connections: MAFS.K12.MP.5: Use appropriate tools strategically; and, MAFS.K12.MP.6: Attend to precision.

### Related Access Points

| **Name** | **Description** | **Date(s) Instruction** | **Date(s) Assessment** | **Date Mastery** |
| --- | --- | --- | --- | --- |
| [SC.6.P.12.In.1:](file:///C:\Public\PreviewAccessPoint\Preview\7971) | Identify that speed describes the distance and time in which an object is moving, such as miles per hour. |  |  |  |
| [SC.6.P.12.Su.1:](file:///C:\Public\PreviewAccessPoint\Preview\7972) | Recognize that speed describes how far an object travels in a given amount of time. |  |  |  |
| [SC.6.P.12.Pa.1:](file:///C:\Public\PreviewAccessPoint\Preview\7973) | Recognize that traveling longer distances takes more time, such as going to the cafeteria takes longer than going across the classroom. |  |  |  |
| Resources: |  |  |  |  |

### [SC.6.P.13.1:](https://www.cpalms.org/Public/PreviewStandard/Preview/1769)

Investigate and describe types of forces including contact forces and forces acting at a distance, such as electrical, magnetic, and gravitational.

### Related Access Points

| **Name** | **Description** | **Date(s) Instruction** | **Date(s) Assessment** | **Date Mastery** |
| --- | --- | --- | --- | --- |
| [SC.6.P.13.In.1:](file:///C:\Public\PreviewAccessPoint\Preview\7974) | Identify examples of gravitational and contact forces, such as falling objects or push and pull. |  |  |  |
| [SC.6.P.13.Su.1:](file:///C:\Public\PreviewAccessPoint\Preview\7975) | Distinguish between pushing and pulling forces (contact) and falling (gravitational force) of an object. |  |  |  |
| [SC.6.P.13.Pa.1:](file:///C:\Public\PreviewAccessPoint\Preview\7976) | Recognize that pushing or pulling makes an object move (contact force). |  |  |  |
| Resources: |  |  |  |  |

### [SC.6.P.13.2:](https://www.cpalms.org/Public/PreviewStandard/Preview/1770)

Explore the Law of Gravity by recognizing that every object exerts gravitational force on every other object and that the force depends on how much mass the objects have and how far apart they are.

### Related Access Points

| **Name** | **Description** | **Date(s) Instruction** | **Date(s) Assessment** | **Date Mastery** |
| --- | --- | --- | --- | --- |
| [SC.6.P.13.In.1:](file:///C:\Public\PreviewAccessPoint\Preview\7974) | Identify examples of gravitational and contact forces, such as falling objects or push and pull. |  |  |  |
| [SC.6.P.13.Su.1:](file:///C:\Public\PreviewAccessPoint\Preview\7975) | Distinguish between pushing and pulling forces (contact) and falling (gravitational force) of an object. |  |  |  |
| [SC.6.P.13.Pa.1:](file:///C:\Public\PreviewAccessPoint\Preview\7976) | Recognize that pushing or pulling makes an object move (contact force). |  |  |  |
| [SC.6.P.13.Pa.2:](file:///C:\Public\PreviewAccessPoint\Preview\7977) | Recognize that objects fall unless supported by something. |  |  |  |
| Resources: |  |  |  |  |

[SC.6.P.13.3:](https://www.cpalms.org/Public/PreviewStandard/Preview/1771)

Investigate and describe that an unbalanced force acting on an object changes its speed, or direction of motion, or both.

### Related Access Points

| **Name** | **Description** | **Date(s) Instruction** | **Date(s) Assessment** | **Date Mastery** |
| --- | --- | --- | --- | --- |
| [SC.6.P.13.In.2:](file:///C:\Public\PreviewAccessPoint\Preview\7978) | Demonstrate and describe how forces can change the speed and direction of objects in motion. |  |  |  |
| [SC.6.P.13.Su.2:](file:///C:\Public\PreviewAccessPoint\Preview\7979) | Recognize that force can change the speed and direction of an object in motion. |  |  |  |
| [SC.6.P.13.Pa.3:](file:///C:\Public\PreviewAccessPoint\Preview\7980) | Recognize the speed (fast or slow) of a moving object. |  |  |  |
| Resources: |  |  |  |  |

[ELD.K12.ELL.SC.1:](https://www.cpalms.org/Public/PreviewStandard/Preview/8643)

English language learners communicate information, ideas and concepts necessary for academic success in the content area of Science.

[ELD.K12.ELL.SI.1:](https://www.cpalms.org/Public/PreviewStandard/Preview/8640)

English language learners communicate for social and instructional purposes within the school setting.

[HE.6.C.1.3:](https://www.cpalms.org/Public/PreviewStandard/Preview/7085)

Identify environmental factors that affect personal health.

**Clarifications:**  
Air and water quality, availability of sidewalks, contaminated food, and road hazards.

### Related Access Points

| **Name** | **Description** | **Date(s) Instruction** | **Date(s) Assessment** | **Date Mastery** |
| --- | --- | --- | --- | --- |
| [HE.6.C.1.In.c:](file:///C:\Public\PreviewAccessPoint\Preview\13844) | Recognize environmental factors that affect personal health, such as air quality, availability of sidewalks, or spoiled food. |  |  |  |
| [HE.6.C.1.Su.c:](file:///C:\Public\PreviewAccessPoint\Preview\13845) | Recognize an environmental factor that affects personal health, such as air quality, availability of sidewalks, or spoiled food. |  |  |  |
| [HE.6.C.1.Pa.c:](file:///C:\Public\PreviewAccessPoint\Preview\13846) | Recognize a factor in the school environment that promotes personal health, such as having adequate lighting or a clean environment. |  |  |  |
| Resources: |  |  |  |  |

### [HE.6.C.1.5:](https://www.cpalms.org/Public/PreviewStandard/Preview/7104)

Explain how body systems are impacted by hereditary factors and infectious agents.

**Clarifications:**  
Cystic fibrosis affects respiratory and a digestive system, sickle-cell anemia affects the circulatory system, and influenza affects the respiratory system.

### Related Access Points

| **Name** | **Description** | **Date(s) Instruction** | **Date(s) Assessment** | **Date Mastery** |
| --- | --- | --- | --- | --- |
| [HE.6.C.1.In.e:](file:///C:\Public\PreviewAccessPoint\Preview\13850) | Identify likely injuries or illnesses resulting from engaging in unhealthy/risky behaviors, such as obesity related to poor nutrition and inactivity, cancer and chronic lung disease related to tobacco use, injuries caused from failure to use seat restraint, and sexually transmitted diseases. |  |  |  |
| [HE.6.C.1.Su.e:](file:///C:\Public\PreviewAccessPoint\Preview\13851) | Recognize likely injuries or illnesses resulting from engaging in an unhealthy behavior, such as obesity related to poor nutrition and inactivity, cancer and chronic lung disease related to tobacco use, injuries caused from failure to use seat restraint, and sexually transmitted diseases. |  |  |  |
| [HE.6.C.1.Pa.e:](file:///C:\Public\PreviewAccessPoint\Preview\13852) | Recognize a likely injury or illness from engaging in an unhealthy behavior, such as obesity related to poor nutrition and inactivity or injuries caused from failure to use seat restraint. |  |  |  |
| Resources: |  |  |  |  |

[MA.K12.MTR.1.1:](https://www.cpalms.org/PreviewStandard/Preview/15875) Actively participate in effortful learning both individually and collectively.

Mathematicians who participate in effortful learning both individually and with others:

* Analyze the problem in a way that makes sense given the task.
* Ask questions that will help with solving the task.
* Build perseverance by modifying methods as needed while solving a challenging task.
* Stay engaged and maintain a positive mindset when working to solve tasks.
* Help and support each other when attempting a new method or approach.

**Clarifications:**  
Teachers who encourage students to participate actively in effortful learning both individually and with others:

* Cultivate a community of growth mindset learners.
* Foster perseverance in students by choosing tasks that are challenging.
* Develop students’ ability to analyze and problem solve.
* Recognize students’ effort when solving challenging problems.

[MA.K12.MTR.2.1:](https://www.cpalms.org/PreviewStandard/Preview/15876) Demonstrate understanding by representing problems in multiple ways.

Mathematicians who demonstrate understanding by representing problems in multiple ways:

* Build understanding through modeling and using manipulatives.
* Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
* Progress from modeling problems with objects and drawings to using algorithms and equations.
* Express connections between concepts and representations.
* Choose a representation based on the given context or purpose.

**Clarifications:**  
Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:

* Help students make connections between concepts and representations.
* Provide opportunities for students to use manipulatives when investigating concepts.
* Guide students from concrete to pictorial to abstract representations as understanding progresses.
* Show students that various representations can have different purposes and can be useful in different situations.

[MA.K12.MTR.3.1:](https://www.cpalms.org/PreviewStandard/Preview/15877) Complete tasks with mathematical fluency.

Mathematicians who complete tasks with mathematical fluency:

* Select efficient and appropriate methods for solving problems within the given context.
* Maintain flexibility and accuracy while performing procedures and mental calculations.
* Complete tasks accurately and with confidence.
* Adapt procedures to apply them to a new context.
* Use feedback to improve efficiency when performing calculations.

**Clarifications:**  
Teachers who encourage students to complete tasks with mathematical fluency:

* Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
* Offer multiple opportunities for students to practice efficient and generalizable methods.
* Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

[MA.K12.MTR.4.1:](https://www.cpalms.org/PreviewStandard/Preview/15878) Engage in discussions that reflect on the mathematical thinking of self and others.

Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

* Communicate mathematical ideas, vocabulary and methods effectively.
* Analyze the mathematical thinking of others.
* Compare the efficiency of a method to those expressed by others.
* Recognize errors and suggest how to correctly solve the task.
* Justify results by explaining methods and processes.
* Construct possible arguments based on evidence.

**Clarifications:**  
Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

* Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
* Create opportunities for students to discuss their thinking with peers.
* Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
* Develop students’ ability to justify methods and compare their responses to the responses of their peers.

[MA.K12.MTR.5.1:](https://www.cpalms.org/PreviewStandard/Preview/15879) Use patterns and structure to help understand and connect mathematical concepts.

Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

* Focus on relevant details within a problem.
* Create plans and procedures to logically order events, steps or ideas to solve problems.
* Decompose a complex problem into manageable parts.
* Relate previously learned concepts to new concepts.
* Look for similarities among problems.
* Connect solutions of problems to more complicated large-scale situations.

**Clarifications:**  
Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

* Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
* Support students to develop generalizations based on the similarities found among problems.
* Provide opportunities for students to create plans and procedures to solve problems.
* Develop students’ ability to construct relationships between their current understanding and more sophisticated ways of thinking.

[MA.K12.MTR.6.1:](https://www.cpalms.org/PreviewStandard/Preview/15880) Assess the reasonableness of solutions.

Mathematicians who assess the reasonableness of solutions:

* Estimate to discover possible solutions.
* Use benchmark quantities to determine if a solution makes sense.
* Check calculations when solving problems.
* Verify possible solutions by explaining the methods used.
* Evaluate results based on the given context.

**Clarifications:**  
Teachers who encourage students to assess the reasonableness of solutions:

* Have students estimate or predict solutions prior to solving.
* Prompt students to continually ask, “Does this solution make sense? How do you know?”
* Reinforce that students check their work as they progress within and after a task.
* Strengthen students’ ability to verify solutions through justifications.

[MA.K12.MTR.7.1:](https://www.cpalms.org/PreviewStandard/Preview/15881) Apply mathematics to real-world contexts.

Mathematicians who apply mathematics to real-world contexts:

* Connect mathematical concepts to everyday experiences.
* Use models and methods to understand, represent and solve problems.
* Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.

**Clarifications:**  
Teachers who encourage students to apply mathematics to real-world contexts:

* Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
* Challenge students to question the accuracy of their models and methods.
* Support students as they validate conclusions by comparing them to the given situation.
* Indicate how various concepts can be applied to other disciplines.

[ELA.K12.EE.1.1:](https://www.cpalms.org/PreviewStandard/Preview/15201) Cite evidence to explain and justify reasoning.

**Clarifications:**  
K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.

2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.

4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they’ve directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.

6-8 Students continue with previous skills and use a style guide to create a proper citation.

9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

[ELA.K12.EE.2.1:](https://www.cpalms.org/PreviewStandard/Preview/15202) Read and comprehend grade-level complex texts proficiently.

**Clarifications:**  
See [Text Complexity](https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/best/la/appendixb.pdf) for grade-level complexity bands and a text complexity rubric.

[ELA.K12.EE.3.1:](https://www.cpalms.org/PreviewStandard/Preview/15203) Make inferences to support comprehension.

**Clarifications:**  
Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like “Why is the girl smiling?” or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

[ELA.K12.EE.4.1:](https://www.cpalms.org/PreviewStandard/Preview/15204) Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

**Clarifications:**  
In kindergarten, students learn to listen to one another respectfully.

In grades 1-2, students build upon these skills by justifying what they are thinking. For example: “I think \_\_\_\_\_\_\_\_ because \_\_\_\_\_\_\_.” The collaborative conversations are becoming academic conversations.

In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.

[ELA.K12.EE.5.1:](https://www.cpalms.org/PreviewStandard/Preview/15205) Use the accepted rules governing a specific format to create quality work.

**Clarifications:**  
Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.

[ELA.K12.EE.6.1:](https://www.cpalms.org/PreviewStandard/Preview/15206) Use appropriate voice and tone when speaking or writing.

**Clarifications:**  
In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.

[ELD.K12.ELL.SC.1:](https://www.cpalms.org/Public/PreviewStandard/Preview/8643)

English language learners communicate information, ideas and concepts necessary for academic success in the content area of Science.

[ELD.K12.ELL.SI.1:](https://www.cpalms.org/Public/PreviewStandard/Preview/8640)

English language learners communicate for social and instructional purposes within the school setting.