



# **Access M/J Comprehensive Science**

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**(#7820015)**

August 2020

# Access M/J Comprehensive Science

## (#7820015)

### Course Standards

#### [SC.6.E.6.1:](#)

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
<a href="#">SC.6.E.6.In.1:</a>	Describe how weathering and erosion reshape the Earth's surface.			
<a href="#">SC.6.E.6.Su.1:</a>	Recognize that wind and water cause physical weathering and erosion.			
<a href="#">SC.6.E.6.Pa.1:</a>	Recognize that water can move soil.			
Resources:				

#### [SC.6.E.6.2:](#)

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
<a href="#">SC.6.E.6.In.2:</a>	Identify various landforms in Florida, including coastlines, rivers, lakes, and dunes.			
<a href="#">SC.6.E.6.Su.2:</a>	Recognize different landforms in Florida, including beaches (coastlines), rivers, and lakes.			

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
<a href="#">SC.6.E.6.Pa.2:</a>	Recognize a landform in Florida, such as a beach (coastline), river, or lake.			
Resources:				

[SC.6.E.7.1:](#)

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
<a href="#">SC.6.E.7.In.1:</a>	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.			
<a href="#">SC.6.E.7.Su.1:</a>	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.			
<a href="#">SC.6.E.7.Pa.1:</a>	Recognize that the Sun is a source of heat.			
Resources:				

[SC.6.E.7.2:](#)

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
<a href="#">SC.6.E.7.In.2:</a>	Identify components in the water cycle, including evaporation, condensation, precipitation, ground water, and runoff.			

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
<a href="#">SC.6.E.7.Su.2:</a>	Recognize parts of the water cycle such as clouds (condensation), rain (precipitation), and evaporation.			
<a href="#">SC.6.E.7.Pa.2:</a>	Recognize that rain comes from clouds.			
Resources:				

[SC.6.E.7.3:](#)

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
<a href="#">SC.6.E.7.In.3:</a>	Identify the way elements of weather are measured, including temperature, humidity, wind speed and direction, and precipitation.			
<a href="#">SC.6.E.7.Su.3:</a>	Recognize the way temperature and wind speed are measured.			
<a href="#">SC.6.E.7.Pa.3:</a>	Recognize different types of weather conditions, including hot/cold, raining/not raining, and windy/calm.			
Resources:				

[SC.6.E.7.4:](#)

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
<a href="#">SC.6.E.7.In.4:</a>	Recognize that Earth consists of different parts, including air that is over the Earth (atmosphere), water that covers much of the			

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
	Earth (hydrosphere), and the parts that support all living things on Earth (biosphere).			
<a href="#">SC.6.E.7.Su.4:</a>	Recognize where living things are found (biosphere) and where the air is found (atmosphere) on Earth.			
<a href="#">SC.6.E.7.Pa.4:</a>	Recognize that air covers Earth (atmosphere).			
Resources:				

[SC.6.E.7.5:](#)

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
<a href="#">SC.6.E.7.In.5:</a>	Recognize that there are general patterns of weather that move around Earth, and in North America the patterns typically move from west to east.			
<a href="#">SC.6.E.7.Su.5:</a>	Recognize that there are patterns of weather that move.			
<a href="#">SC.6.E.7.Pa.3:</a>	Recognize different types of weather conditions, including hot/cold, raining/not raining, and windy/calm.			
Resources:				

[SC.6.E.7.6:](#)

Differentiate between weather and climate.

**Related Access Points**

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
<a href="#">SC.6.E.7.In.6:</a>	Identify climate as the expected weather patterns in a region.			

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
<a href="#">SC.6.E.7.Su.6:</a>	Identify the major characteristics of climate in Florida, including temperature and precipitation.			
<a href="#">SC.6.E.7.Pa.3:</a>	Recognize different types of weather conditions, including hot/cold, raining/not raining, and windy/calm.			
Resources:				

[SC.6.E.7.7:](#)

Investigate how natural disasters have affected human life in Florida.

**Related Access Points**

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
<a href="#">SC.6.E.7.In.7:</a>	Identify possible effects of hurricanes and other natural disasters on humans in Florida.			
<a href="#">SC.6.E.7.Su.7:</a>	Recognize possible effects of severe storms, hurricanes, or other natural disasters in Florida.			
<a href="#">SC.6.E.7.Pa.5:</a>	Recognize where to go in severe weather situations or drills at school and at home.			
Resources:				

[SC.6.E.7.8:](#)

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
<a href="#">SC.6.E.7.In.8:</a>	Identify ways humans get ready for severe storms and protect themselves from sun exposure.			
<a href="#">SC.6.E.7.Su.8:</a>	Recognize ways people prepare for severe storms and protect themselves from sun exposure.			

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
<a href="#">SC.6.E.7.Pa.5:</a>	Recognize where to go in severe weather situations or drills at school and at home.			
Resources:				

[SC.6.E.7.9:](#)

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
<a href="#">SC.6.E.7.In.9:</a>	Identify that the atmosphere protects Earth from radiation from the Sun and regulates the temperature.			
<a href="#">SC.6.E.7.Su.9:</a>	Recognize that the air that surrounds Earth (atmosphere) protects living things from the intense heat of the Sun.			
<a href="#">SC.6.E.7.Pa.4:</a>	Recognize that air covers Earth (atmosphere).			
Resources:				

[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.

**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
<a href="#">SC.6.L.14.In.1:</a>	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.			

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
<a href="#">SC.6.L.14.Su.1:</a>	Identify the major internal organs of animals and external structures of plants and their functions.			
<a href="#">SC.6.L.14.Pa.1:</a>	Recognize that the human body is made up of various parts.			
Resources:				

[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.

**Related Access Points**

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
<a href="#">SC.6.L.14.In.2:</a>	Identify that the cell is the smallest basic unit of life and most living things are composed of many cells.			
<a href="#">SC.6.L.14.Su.2:</a>	Recognize that there are smaller parts in all living things, too small to be seen without magnification, called cells.			
<a href="#">SC.6.L.14.Pa.1:</a>	Recognize that the human body is made up of various parts.			
Resources:				

[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.

**Related Access Points**

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
<a href="#">SC.6.L.14.In.3:</a>	Identify that cells carry out important functions within an organism, such as using energy from food.			
<a href="#">SC.6.L.14.Su.3:</a>	Recognize that animals, including humans, use energy from food.			



Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
<a href="#">SC.6.L.14.Pa.2:</a>	Identify basic needs of plants and animals.			
Resources:				

[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.

**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
<a href="#">SC.6.L.14.In.4:</a>	Recognize that plant and animal cells have different parts and each part has a function.			
<a href="#">SC.6.L.14.Su.2:</a>	Recognize that there are smaller parts in all living things, too small to be seen without magnification, called cells.			
<a href="#">SC.6.L.14.Pa.2:</a>	Identify basic needs of plants and animals.			
Resources:				

[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.

**Related Access Points**

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
<a href="#">SC.6.L.14.In.1:</a>	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.			

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
<a href="#">SC.6.L.14.Su.1:</a>	Identify the major internal organs of animals and external structures of plants and their functions.			
<a href="#">SC.6.L.14.Pa.3:</a>	Recognize body parts related to basic needs, such as mouth for eating.			
Resources:				

[SC.6.L.14.6:](#)

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
<a href="#">SC.6.L.14.In.5:</a>	Recognize that bacteria and viruses can infect the human body.			
<a href="#">SC.6.L.14.Su.4:</a>	Identify ways to prevent infection from bacteria and viruses, such as hand washing.			
<a href="#">SC.6.L.14.Pa.4:</a>	Recognize practices that keep the body free from infection, such as hand washing.			
Resources:				

[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.

**Related Access Points**

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
<a href="#">SC.6.L.15.In.1:</a>	Classify animals into major groups, such as insects, fish, reptiles, mammals, and birds.			

<b>Name</b>	<b>Description</b>	<b>Date(s) Instruction</b>	<b>Date(s) Assessment</b>	<b>Date Mastery</b>
<a href="#">SC.6.L.15.Su.1:</a>	Sort common animals by their physical characteristics.			
<a href="#">SC.6.L.15.Pa.1:</a>	Match animals based on a given shared characteristic.			
Resources:				

**[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.

**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**

<b>Name</b>	<b>Description</b>	<b>Date(s) Instruction</b>	<b>Date(s) Assessment</b>	<b>Date Mastery</b>
<a href="#">SC.6.N.1.In.1:</a>	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.			
<a href="#">SC.6.N.1.Su.1:</a>	Recognize a problem from the sixth grade curriculum, use materials to gather information, carry out a simple experiment, and record and share results.			
<a href="#">SC.6.N.1.Pa.1:</a>	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:](#)**

Explain why scientific investigations should be replicable.

**Related Access Points**

<b>Name</b>	<b>Description</b>	<b>Date(s) Instruction</b>	<b>Date(s) Assessment</b>	<b>Date Mastery</b>
<a href="#">SC.6.N.1.In.2:</a>	Identify that scientific investigations can be repeated the same way by others.			
<a href="#">SC.6.N.1.Su.2:</a>	Recognize that experiments involve procedures that can be repeated the same way by others.			
<a href="#">SC.6.N.1.Pa.2:</a>	Recognize that when a common activity is repeated, it has the same result.			
Resources:				

[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.

**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**

<b>Name</b>	<b>Description</b>	<b>Date(s) Instruction</b>	<b>Date(s) Assessment</b>	<b>Date Mastery</b>
<a href="#">SC.6.N.1.In.3:</a>	Identify that scientists can use different kinds of experiments, methods, and explanations to find answers to scientific questions.			
<a href="#">SC.6.N.1.Su.3:</a>	Recognize that scientists perform experiments, make observations, and gather evidence to answer scientific questions.			
<a href="#">SC.6.N.1.Pa.3:</a>	Recognize that people conduct activities and share information about science.			
Resources:				

[SC.6.N.1.4:](#)

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

**Related Access Points**

<b>Name</b>	<b>Description</b>	<b>Date(s) Instruction</b>	<b>Date(s) Assessment</b>	<b>Date Mastery</b>
<a href="#">SC.6.N.1.In.3:</a>	Identify that scientists can use different kinds of experiments, methods, and explanations to find answers to scientific questions.			
<a href="#">SC.6.N.1.Su.3:</a>	Recognize that scientists perform experiments, make observations, and gather evidence to answer scientific questions.			
<a href="#">SC.6.N.1.Pa.3:</a>	Recognize that people conduct activities and share information about science.			
Resources:				

[SC.6.N.1.5:](#)

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**

<b>Name</b>	<b>Description</b>	<b>Date(s) Instruction</b>	<b>Date(s) Assessment</b>	<b>Date Mastery</b>
<a href="#">SC.6.N.1.In.4:</a>	Compare results of observations and experiments of self and others.			
<a href="#">SC.6.N.1.Su.4:</a>	Identify information based on observations and experiments of self and others.			
<a href="#">SC.6.N.1.Pa.3:</a>	Recognize that people conduct activities and share information about science.			
Resources:				

[SC.6.N.2.1:](#)

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
<a href="#">SC.6.N.2.In.1:</a>	Identify familiar topics included in the study of science.			
<a href="#">SC.6.N.2.Su.1:</a>	Recognize familiar topics in the study of science.			
<a href="#">SC.6.N.2.Pa.1:</a>	Recognize objects and pictures related to science.			
Resources:				

[SC.6.N.2.2:](#)

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
<a href="#">SC.6.N.2.In.2:</a>	Identify that scientific knowledge changes with new evidence or new interpretations.			
<a href="#">SC.6.N.2.Su.2:</a>	Recognize that scientific knowledge changes when new things are discovered.			
<a href="#">SC.6.N.2.Pa.1:</a>	Recognize objects and pictures related to science.			
Resources:				

[SC.6.N.2.3:](#)

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**

<b>Name</b>	<b>Description</b>	<b>Date(s) Instruction</b>	<b>Date(s) Assessment</b>	<b>Date Mastery</b>
<a href="#">SC.6.N.1.In.3:</a>	Identify that scientists can use different kinds of experiments, methods, and explanations to find answers to scientific questions.			
<a href="#">SC.6.N.2.Su.3:</a>	Recognize contributions of well-known scientists.			
<a href="#">SC.6.N.2.Pa.2:</a>	Recognize a scientist as a person who works with science.			
Resources:				

[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.

**Related Access Points**

<b>Name</b>	<b>Description</b>	<b>Date(s) Instruction</b>	<b>Date(s) Assessment</b>	<b>Date Mastery</b>
<a href="#">SC.6.N.3.In.1:</a>	Identify that a scientific theory is an explanation of nature supported by evidence.			
<a href="#">SC.6.N.3.Su.1:</a>	Recognize that a scientific theory is an explanation of nature.			
<a href="#">SC.6.N.3.Pa.1:</a>	Observe and recognize a predictable cause-effect relationship related to a science topic.			
Resources:				

[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.

**Related Access Points**

<b>Name</b>	<b>Description</b>	<b>Date(s) Instruction</b>	<b>Date(s) Assessment</b>	<b>Date Mastery</b>
<a href="#">SC.6.N.3.In.2:</a>	Identify examples of scientific laws (proven descriptions of nature), such as the law of gravity.			

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
<a href="#">SC.6.N.3.Su.2:</a>	Recognize events that are based on scientific laws, such as the law of gravity.			
<a href="#">SC.6.N.3.Pa.1:</a>	Observe and recognize a predictable cause-effect relationship related to a science topic.			
Resources:				

[SC.6.N.3.3:](#)

Give several examples of scientific laws.

**Related Access Points**

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
<a href="#">SC.6.N.3.In.2:</a>	Identify examples of scientific laws (proven descriptions of nature), such as the law of gravity.			
<a href="#">SC.6.N.3.Su.2:</a>	Recognize events that are based on scientific laws, such as the law of gravity.			
<a href="#">SC.6.N.3.Pa.1:</a>	Observe and recognize a predictable cause-effect relationship related to a science topic.			
Resources:				

[SC.6.N.3.4:](#)

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
<a href="#">SC.6.N.3.In.3:</a>	Identify models used in the context of sixth grade science access points.			



<b>Name</b>	<b>Description</b>	<b>Date(s) Instruction</b>	<b>Date(s) Assessment</b>	<b>Date Mastery</b>
<a href="#">SC.6.N.3.Su.3:</a>	Recognize models used in the context of sixth grade science access points.			
<a href="#">SC.6.N.3.Pa.2:</a>	Associate a model with an activity used in the context of sixth grade science access points.			

Resources:

[SC.6.P.11.1:](#)

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**

<b>Name</b>	<b>Description</b>	<b>Date(s) Instruction</b>	<b>Date(s) Assessment</b>	<b>Date Mastery</b>
<a href="#">SC.6.P.11.In.1:</a>	Identify energy as stored (potential) or expressed in motion (kinetic).			
<a href="#">SC.6.P.11.Su.1:</a>	Recognize examples of stored energy, such as in a roller coaster.			
<a href="#">SC.6.P.11.Pa.1:</a>	Distinguish between objects in motion (kinetic energy) and at rest.			

Resources:

[SC.6.P.12.1:](#)

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**

<b>Name</b>	<b>Description</b>	<b>Date(s) Instruction</b>	<b>Date(s) Assessment</b>	<b>Date Mastery</b>
<a href="#">SC.6.P.12.In.1:</a>	Identify that speed describes the distance and time in which an object is moving, such as miles per hour.			

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
<a href="#">SC.6.P.12.Su.1:</a>	Recognize that speed describes how far an object travels in a given amount of time.			
<a href="#">SC.6.P.12.Pa.1:</a>	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:](#)

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
<a href="#">SC.6.P.13.In.1:</a>	Identify examples of gravitational and contact forces, such as falling objects or push and pull.			
<a href="#">SC.6.P.13.Su.1:</a>	Distinguish between pushing and pulling forces (contact) and falling (gravitational force) of an object.			
<a href="#">SC.6.P.13.Pa.1:</a>	Recognize that pushing or pulling makes an object move (contact force).			
Resources:				

[SC.6.P.13.2:](#)

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
<a href="#">SC.6.P.13.In.1:</a>	Identify examples of gravitational and contact forces, such as falling objects or push and pull.			

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
<a href="#">SC.6.P.13.Su.1:</a>	Distinguish between pushing and pulling forces (contact) and falling (gravitational force) of an object.			
<a href="#">SC.6.P.13.Pa.1:</a>	Recognize that pushing or pulling makes an object move (contact force).			
<a href="#">SC.6.P.13.Pa.2:</a>	Recognize that objects fall unless supported by something.			
Resources:				

[SC.6.P.13.3:](#)

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
<a href="#">SC.6.P.13.In.2:</a>	Demonstrate and describe how forces can change the speed and direction of objects in motion.			
<a href="#">SC.6.P.13.Su.2:</a>	Recognize that force can change the speed and direction of an object in motion.			
<a href="#">SC.6.P.13.Pa.3:</a>	Recognize the speed (fast or slow) of a moving object.			
Resources:				

[ELD.K12.ELL.SC.1:](#)

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

[ELD.K12.ELL.SI.1:](#)

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

[HE.6.C.1.3:](#)

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
<a href="#">HE.6.C.1.In.c:</a>	Recognize environmental factors that affect personal health, such as air quality, availability of sidewalks, or spoiled food.			
<a href="#">HE.6.C.1.Su.c:</a>	Recognize an environmental factor that affects personal health, such as air quality, availability of sidewalks, or spoiled food.			
<a href="#">HE.6.C.1.Pa.c:</a>	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:](#)

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
<a href="#">HE.6.C.1.In.e:</a>	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.			
<a href="#">HE.6.C.1.Su.e:</a>	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.			
<a href="#">HE.6.C.1.Pa.e:</a>	Recognize a likely injury or illness from engaging in an unhealthy behavior, such as obesity related to poor nutrition			

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
	and inactivity or injuries caused from failure to use seat restraint.			
Resources:				

**Access Courses:** Access courses are intended only for students with a significant cognitive disability. Access courses are designed to provide students with access to the general curriculum. Access points reflect increasing levels of complexity and depth of knowledge aligned with grade-level expectations. The access points included in access courses are intentionally designed to foster high expectations for students with significant cognitive disabilities.

Access points in the subject areas of science, social studies, art, dance, physical education, theatre, and health provide tiered access to the general curriculum through three levels of access points (Participatory, Supported, and Independent). Access points in English language arts and mathematics do not contain these tiers, but contain Essential Understandings (or EUs). EUs consist of skills at varying levels of complexity and are a resource when planning for instruction.

### **English Language Development ELD Standards Special Notes Section:**

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Social Studies. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: [Click here](#)

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at [Click here](#).