Flagler County Grade 6/ Comprehensive Science 1
2025-2026 Scope and Sequence based on McGraw Hill

Year at a glance: Please note that the map is based on a 180-day schedule.

McGraw Hill	Benchmark/ Standards
Quarter 1: August 11, 2025- October 10, 2025	
Chapter- Nature of Science **Chapter 5- Energy** **Chapter 6- Describing Motion** **Chapter 7- Forces and Their Interactions** **Chapter 8- Newton's Laws of Motion**	**SC.6.N.1.1** Define a problem from the sixth grade curriculum, use appropriate reference materials to support scientific understanding, plan and carry out scientific investigation of various types, such as systematic observations or experiments, identify variables, collect and organize data, interpret data in charts, tables, and graphics, analyze information, make predictions, and defend conclusions. **SC.6.N.1.2** Explain why scientific investigations should be replicable. **SC.6.N.1.3** Explain the difference between an experiment and other types of scientific investigation, and explain the relative benefits and limitations of each. **SC.6.N.1.4** Discuss, compare, and negotiate methods used, results obtained, and explanations among groups of students conducting the same investigation. **SC.6.N.1.5** Recognize that science involves creativity, not just in designing experiments, but also in creating explanations that fit evidence. **SC.6.N.2.1** Distinguish science from other activities involving thought. **SC.6.N.2.2** Explain that scientific knowledge is durable because it is open to change as new evidence or interpretations are encountered. **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. **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

Flagler County Grade 6/ Comprehensive Science 1
2025-2026 Scope and Sequence based on McGraw Hill

Year at a glance: Please note that the map is based on a 180-day schedule.

	life. **SC.6.N.3.2** Recognize and explain that a scientific law is a description of a specific relationship under given conditions in the natural world. Thus, scientific laws are different from societal laws. **SC.6.N.3.3** Give several examples of scientific laws. **SC.6.N.3.4** Identify the role of models in the context of the sixth grade science benchmarks. **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. **SC.6.P.12.1** Measure and graph distance versus time for an object moving at a constant speed. Interpret this relationship. **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. **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. **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.
Quarter 2: October 14, 2025-December 19, 2025	
Chapter 1- Earth Systems and Interactions **Chapter 2- Atmospheric and Oceanic Circulations**	**SC.6.E.7.4** Differentiate and show interactions among the geosphere, hydrosphere, cryosphere, atmosphere, and biosphere. **SC.6.E.7.9** Describe how the composition and structure of the atmosphere protects life and insulates the planet. **SC.6.E.7.1** Differentiate among radiation, conduction, and convection, the three mechanisms by which heat is transferred through Earth's system. **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.

Flagler County Grade 6/ Comprehensive Science 1
2025-2026 Scope and Sequence based on McGraw Hill

Year at a glance: Please note that the map is based on a 180-day schedule.

Chapter 3- Weather and Climate **Chapter 4- Dynamic Earth**	**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. **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. **SC.6.E.7.7** Investigate how natural disasters have affected human life in Florida. **SC.6.E.7.6** Differentiate between weather and climate. **SC.6.E.7.8** Describe ways human beings protect themselves from hazardous weather and sun exposure. **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. **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. ***Revisit:*** ***SC.6.N.1.1*** ***SC.6.N.1.2*** ***SC.6.N.1.3*** ***SC.6.N.1.4*** ***SC.6.N.1.5*** ***SC.6.N.2.1*** ***SC.6.N.2.2*** ***SC.6.N.2.3*** ***SC.6.N.3.1*** ***SC.6.N.3.2*** ***SC.6.N.3.3*** ***SC.6.N.3.4***
Quarter 3: January 7, 2026- March 12, 2026	
Chapter 11- Cells	**SC.6.L.14.1** Describe and identify patterns in the hierarchical organization of organisms from atoms to molecules and cells to

Flagler County Grade 6/ Comprehensive Science 1
2025-2026 Scope and Sequence based on McGraw Hill

Year at a glance: Please note that the map is based on a 180-day schedule.

Chapter 10- Classifying and Exploring Life	tissues to organs to organ systems to organisms. **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 multicellular), all cells come from pre-existing cells, and cells are the basic unit of life. **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. **SC.6.L.14.4** Compare and contrast the structure and function of major organelles of plant and animal cells, including cell wall, cell membrane, nucleus, cytoplasm, chloroplasts, mitochondria, and vacuoles. **SC.6.L.14.6** Compare and contrast types of infectious agents that may infect the human body, including viruses, bacteria, fungi, and parasites. **SC.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. ***Revisit:*** SC.6.N.3.4 SC.6.N.1.1 SC.6.N.2.2
Quarter 4: March 23, 2026- May 28, 2026	
Chapter 12- Human Body Systems	**SC.6.L.14.5** Identify and investigate the general functions of the major systems of the human body (digestive, respiratory, circulatory, reproductive, excretory, immune, nervous, and musculoskeletal) and describe ways these systems interact with each other to maintain homeostasis. ***Revisit:*** ***SC.6.N.1.1*** ***SC.6.N.1.2*** ***SC.6.N.1.3*** ***SC.6.N.1.4*** ***SC.6.N.1.5***

Flagler County Grade 6/ Comprehensive Science 1
2025-2026 Scope and Sequence based on McGraw Hill

Year at a glance: Please note that the map is based on a 180-day schedule.

	SC.6.N.2.1 ***SC.6.N.2.2*** ***SC.6.N.2.3*** ***SC.6.N.3.1*** ***SC.6.N.3.2*** ***SC.6.N.3.3*** ***SC.6.N.3.4***