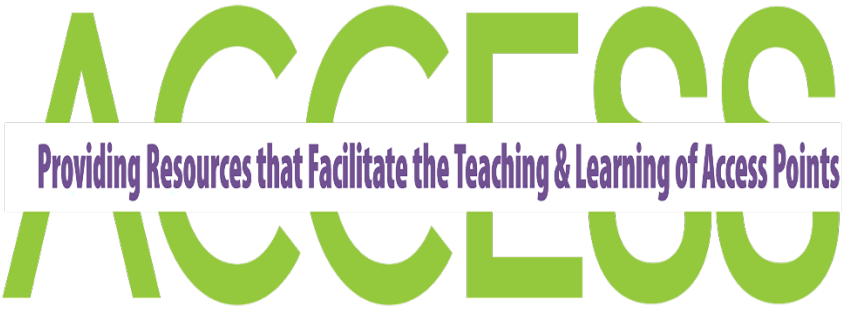

Access Science Grade Second (#7720030)

February 2021

Access Science Grade 2 (#7720030)

Course Number: 7720030

Course Status: Course Approved

Course Path: Section: Exceptional Student Education > **Grade Group:** Elementary > **Subject:** Academics - Subject Areas >

Abbreviated Title: ACCESS SCI GRADE 2

Course Attributes:

- Class Size Core Required

GENERAL NOTES

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 Science. 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 sala@fldoe.org.

Course Standards

SC.2.E.6.1: Recognize that Earth is made up of rocks. Rocks come in many sizes and shapes.
Remarks/Examples:
Sizes - boulder, stone, pebble, sand, granular.

Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
SC.2.E.6.In.1:	Recognize that there are many stars in the sky.			
SC.2.E.6.Su.1:	Sort rocks according to size.			
SC.2.E.6.Pa.1:	Recognize the ground in the environment.			
Resources:	Science Lesson Plan: Rock Sorting Click here			

SC.2.E.6.2: Describe how small pieces of rock and dead plant and animal parts can be the basis of soil and explain the process by which soil is formed.

Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
SC.2.E.6.In.2:	Identify components of soil, such as dead plants and pieces of rock.			
SC.2.E.6.Su.2:	Identify small pieces of rock in the soil.			
SC.2.E.6.Pa.1:	Recognize the ground in the environment.			
Resources:				

SC.2.E.6.3: Classify soil types based on color, texture (size of particles), the ability to retain water, and the ability to support the growth of plants.

Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
SC.2.E.6.In.3:	Recognize soil types based on color (dark or light) and texture (size of particles).			
SC.2.E.6.Su.3:	Sort soil samples according to physical properties, such as color (dark or light) or texture (size of particles).			
SC.2.E.6.Pa.2:	Distinguish examples of soil from other substances.			
Resources:				

SC.2.E.7.1: Compare and describe changing patterns in nature that repeat themselves, such as weather conditions including temperature and precipitation, day to day and season to season.

Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
SC.2.E.7.In.1:	Identify common weather patterns associated with each season.			
SC.2.E.7.Su.1:	Recognize types of weather and match to the weather outdoors.			
SC.2.E.7.Pa.1:	Recognize daily outdoor temperature as hot or cold.			
Resources:				

SC.2.E.7.2: Investigate by observing and measuring, that the Sun's energy directly and indirectly warms the water, land, and air.

Remarks/Examples:

** 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.2.E.7.In.2:	Identify that the Sun heats the outside air and water.			
SC.2.E.7.Su.2:	Recognize that items outside are heated by the Sun.			
SC.2.E.7.Pa.1:	Recognize daily outdoor temperature as hot or cold.			
Resources:	Science Lesson Plan: Sun 101 Click here			

SC.2.E.7.3: Investigate, observe and describe how water left in an open container disappears (evaporates), but water in a closed container does not disappear (evaporate).

Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
SC.2.E.7.In.3:	Recognize that water in an open container will disappear (evaporate).			
SC.2.E.7.Su.3:	Recognize that wet things will dry when they are left in the air.			
SC.2.E.7.Pa.2:	Distinguish between items that are wet and items that are dry.			
Resources:				

SC.2.E.7.4: Investigate that air is all around us and that moving air is wind.

Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
SC.2.E.7.In.4:	Identify effects of wind.			
SC.1.E.6.Su.3:	Recognize effects of wind.			

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
SC.1.E.6.Pa.3:	Indicate awareness of air moving.			
Resources:				

SC.2.E.7.5: State the importance of preparing for severe weather, lightning, and other weather related events.

Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
SC.2.E.7.In.5:	Identify harmful consequences of being outside in severe weather, such as lightning, hurricanes, or tornados.			
SC.2.E.7.Su.5:	Recognize reasons for staying inside during severe weather, such as hurricanes and thunderstorms.			
SC.2.E.7.Pa.4:	Recognize where to go to avoid severe weather, such as thunder and lightning.			
Resources:				

SC.2.L.14.1: Distinguish human body parts (brain, heart, lungs, stomach, muscles, and skeleton) and their basic functions.

Remarks/Examples:

Integrate HE.2.C.1.6. Recognize the locations and functions of major human organs. HE.2.B.3.2. Name healthy options to health-related issues and problems.

Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
SC.2.L.14.In.1:	Identify major external body parts, such as hands and legs, and their uses.			
SC.2.L.14.Su.1:	Match external body parts, such as a foot, to their uses.			

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
SC.2.L.14.Pa.1:	Recognize one or more external body parts.			
Resources:	Science Lesson Plan: I Spy with My Little Eye Click here Science Lesson Plan: Do You Hear What I Hear Click here Science Lesson Plan: Soft & Smooth Click here Science Lesson Plan: Taste Test Click here Science Lesson Plan: What's That Smell Click here			

SC.2.L.16.1: Observe and describe major stages in the life cycles of plants and animals, including beans and butterflies.

Remarks/Examples:

Other examples for life cycles: peanuts, frogs and meal worms.

Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
SC.2.L.16.In.1:	Observe and recognize the major stages in the life cycles of plants and animals.			
SC.2.L.16.Su.1:	Observe and recognize the sequence of stages in the life cycles of common animals.			
SC.2.L.16.Pa.1:	Recognize that offspring can be matched with their parents, such as a human baby with adult humans and a puppy with dogs.			
Resources:				

SC.2.L.17.1: Compare and contrast the basic needs that all living things, including humans, have for survival.

Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
SC.2.L.17.In.1:	Identify the basic needs of living things, including water, food, and air.			

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
SC.2.L.17.Su.1:	Recognize that living things have basic needs, including water and food.			
SC.2.L.17.Pa.1:	Recognize that animals need water.			
Resources:	Science Lesson Plan: Plantzilla Click here Science Lesson Plan: Harry the Dirty Dog Click here			

SC.2.L.17.2: Recognize and explain that living things are found all over Earth, but each is only able to live in habitats that meet its basic needs.

Remarks/Examples:
Build on knowledge from grade 1 (food, air, water, space). Animals need air, food, water, shelter, and plants need air, water, nutrients, light.

Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
SC.2.L.17.In.2:	Recognize that many different kinds of living things are found in different habitats.			
SC.2.L.17.Su.2:	Recognize that many kinds of living things are found in the environment.			
SC.2.L.17.Pa.2:	Recognize common living things in the immediate environment.			
Resources:	Science Lesson Plan: Plantzilla Click here			

SC.2.N.1.1: Raise questions about the natural world, investigate them in teams through free exploration and systematic observations, and generate appropriate explanations based on those explorations.

Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
SC.2.N.1.In.1:	Ask questions and make observations about things in the natural world.			
SC.2.N.1.Su.1:	Answer yes and no questions and make observations about common objects and actions in the natural world.			
SC.2.N.1.Pa.1:	Request a change or help to solve a problem in the environment.			
Resources:	Science Lesson Plan: Plantzilla Click here			

SC.2.N.1.2: Compare the observations made by different groups using the same tools.

Remarks/Examples:
Compare the observations made by different groups using the same tools.

* Florida Standards Connections: LAFS.2.SL.1.1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in groups.

** MAFS.K12.MP.5: Use appropriate tools strategically.

Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
SC.2.N.1.In.2:	Identify information about objects based on observation.			
SC.2.N.1.Su.2:	Identify characteristics of objects based on observation.			
SC.2.N.1.Pa.2:	Use senses to recognize objects.			
Resources:	Science Lesson Plan: Plantzilla Click here Science Lesson Plan: I Spy with My Little Eye Click here Science Lesson Plan: Do You Hear What I Hear Click here Science Lesson Plan: Soft & Smooth Click here Science Lesson Plan: What's That Smell Click here			

SC.2.N.1.3: Ask "how do you know?" in appropriate situations and attempt reasonable answers when asked the same question by others.

Remarks/Examples:

* Florida Standards Connections: LAFS.2.W.3.8. Recall information from experiences or gather information from provided sources to answer a question.

Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
SC.2.N.1.In.1:	Ask questions and make observations about things in the natural world.			
SC.2.N.1.Su.1:	Answer yes and no questions and make observations about common objects and actions in the natural world.			
SC.2.N.1.Pa.1:	Request a change or help to solve a problem in the environment.			
Resources:	Science Lesson Plan: Magnets and Motion Click here			

SC.2.N.1.4: Explain how particular scientific investigations should yield similar conclusions when repeated.

Remarks/Examples:

* Florida Standards Connections: MAFS.2.MD.4.10. Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put-together, take-apart, and compare problems using information presented in a bar graph.

Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
SC.2.N.1.In.3:	Recognize that the results of a scientific activity should be the same when repeated			
SC.2.N.1.Su.3:	Recognize that science activities can be repeated.			
SC.2.N.1.Pa.3:	Recognize common objects in different environments.			
Resources:	Science Lesson Plan: I Like to Move It, Move It Click here			

SC.2.N.1.5: Distinguish between empirical observation (what you see, hear, feel, smell, or taste) and ideas or inferences (what you think).

Remarks/Examples:

** Florida Standards Connections: MAFS.K12.MP.5: Use appropriate tools strategically.

Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
SC.2.N.1.In.2:	Identify information about objects based on observation.			
SC.2.N.1.Su.2:	Identify characteristics of objects based on observation.			
SC.2.N.1.Pa.2:	Use senses to recognize objects.			
Resources:				

SC.2.N.1.6: Explain how scientists alone or in groups are always investigating new ways to solve problems.

Remarks/Examples:

* Florida Standards Connections: MAFS.K12.MP.1: Make sense of problems and persevere in solving them.

Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
SC.2.N.1.In.4:	Recognize that scientists work to solve problems.			
SC.2.N.1.Su.4:	Recognize that people work in science.			
SC.2.N.1.Pa.1:	Request a change or help to solve a problem in the environment.			
Resources:				

SC.2.P.8.1: Observe and measure objects in terms of their properties, including size, shape, color, temperature, weight, texture, sinking or floating in water, and attraction and repulsion of magnets.

Remarks/Examples:
The use of the more familiar term "weight" instead of the term "mass" is recommended for grades K-2.
** 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.2.P.8.In.1:	Identify objects by observable properties, such as, size, shape, color.			
SC.2.P.8.Su.1:	Identify objects by observable properties, such as size, shape, and color.			
SC.2.P.8.Pa.1:	Match objects by one observable property, such as size or color.			
Resources:	Science Lesson Plan: Magnets and Motion Click here			

SC.2.P.8.2: Identify objects and materials as solid, liquid, or gas.
Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
SC.2.P.8.In.2:	Identify objects and materials as solid or liquid.			
SC.2.P.8.Su.2:	Recognize water in solid or liquid states.			
SC.2.P.8.Pa.2:	Recognize water as a liquid.			
Resources:				

SC.2.P.8.3: Recognize that solids have a definite shape and that liquids and gases take the shape of their container.
Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
SC.2.P.8.In.3:	Recognize that solids have a definite shape and liquids take the shape of their container.			
SC.2.P.8.Su.3:	Recognize that solids have a definite shape.			
SC.2.P.8.Pa.3:	Recognize different containers that hold liquids.			
Resources:				

SC.2.P.8.4: Observe and describe water in its solid, liquid, and gaseous states.

Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
SC.2.P.8.In.2:	Identify objects and materials as solid or liquid.			
SC.2.P.8.Su.2:	Recognize water in solid or liquid states.			
SC.2.P.8.Pa.2:	Recognize water as a liquid.			
Resources:				

SC.2.P.8.5: Measure and compare temperatures taken every day at the same time.

Remarks/Examples:

** 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.2.P.8.In.4:	Describe and compare outside daily temperatures as warm or cold.			

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
SC.2.P.8.Su.4:	Identify outside temperatures as warm or cold.			
SC.2.P.8.Pa.4:	Recognize common objects or materials as warm or cold.			
Resources:				

SC.2.P.8.6: Measure and compare the volume of liquids using containers of various shapes and sizes.

Remarks/Examples:

Recognize the volume of a sample of liquid is independent of the size and shape of the container.

** 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.2.P.8.In.5:	Compare the volume of liquid in a variety of containers.			
SC.2.P.8.Su.5:	Recognize different volumes of liquids in identical containers.			
SC.2.P.8.Pa.3:	Recognize different containers that hold liquids.			
Resources:				

SC.2.P.9.1: Investigate that materials can be altered to change some of their properties, but not all materials respond the same way to any one alteration.

Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
SC.2.P.9.In.1:	Explore and identify that observable properties of materials can be changed.			
SC.2.P.9.Su.1:	Recognize changes in observable properties of materials.			

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
SC.2.P.9.Pa.1:	Recognize that the appearance of an object or material has changed.			
Resources:				

SC.2.P.10.1: Discuss that people use electricity or other forms of energy to cook their food, cool or warm their homes, and power their cars.

Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
SC.2.P.10.In.1:	Identify ways people use electricity in their lives.			
SC.2.P.10.Su.1:	Recognize a way people use electricity in their lives.			
SC.2.P.10.Pa.1:	Activate a device that uses electricity.			
Resources:				

SC.2.P.13.1: Investigate the effect of applying various pushes and pulls on different objects.

Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
SC.2.P.13.In.1:	Observe and identify that pushing or pulling an object can change the direction of movement of the object.			
SC.2.P.13.Su.1:	Identify that pushing or pulling an object makes it move.			
SC.2.P.13.Pa.1:	Recognize that pushing and pulling an object makes it move.			
Resources:	Science Lesson Plan: I Like to Move It, Move It Click here Science Lesson Plan: Tug of War Click here			

SC.2.P.13.2: Demonstrate that magnets can be used to make some things move without touching them..

Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
SC.2.P.13.In.2:	Observe and recognize that magnets can move some objects.			
SC.2.P.13.Su.2:	Use magnets to cause objects to move.			
SC.2.P.13.Pa.1:	Recognize that pushing and pulling an object makes it move.			
Resources:				

SC.2.P.13.3: Recognize that objects are pulled toward the ground unless something holds them up.

Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
SC.2.P.13.In.3:	Identify and demonstrate that an object will fall to the ground when dropped.			
SC.2.P.13.Su.3:	Recognize that an object will fall to the ground when dropped.			
SC.2.P.13.Pa.2:	Indicate that an object has fallen.			
Resources:				

SC.2.P.13.4: Demonstrate that the greater the force (push or pull) applied to an object, the greater the change in motion of the object.

Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
SC.2.P.13.In.4:	Identify that pushing or pulling an object with more force will make the object go faster or farther.			
SC.2.P.13.Su.4:	Recognize that pushing or pulling an object with more force will make the object go faster or farther.			
SC.2.P.13.Pa.1:	Recognize that pushing and pulling an object makes it move.			
Resources:	Science Lesson Plan: I Like to Move It, Move It Click here Science Lesson Plan: Tug of War Click here			

HE.2.B.5.2: Name healthy options to health-related issues or problems.

Remarks/Examples:

Safety equipment, peer cooperation, and communication.

Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
HE.2.B.5.In.b:	Identify healthy options to selected health-related issues or problems, such as using safety equipment, recognizing personal safety, cooperating and communicating with peers, and making food choices.			
HE.2.B.5.Su.b:	Recognize healthy options for selected health-related issues or problems, such as using safety equipment to avoid injury, cooperating and communicating with peers to work well together, and making food choices.			
HE.2.B.5.Pa.b:	Recognize a healthy option for a selected problem or issue related to health, such as using safety equipment to avoid injury, communicating with others, and making healthy food choices.			

HE.2.C.1.5: Recognize the locations and functions of major human organs.

Remarks/Examples:

The functions of the heart, lungs, and muscles.

Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
HE.2.C.1.In.5:	Identify major human organs and their functions, such as heart, lungs, and muscles.			
HE.2.C.1.Su.5:	Recognize major human organs and their functions, such as heart and muscles.			
HE.2.C.1.Pa.5:	Recognize selected major human organs, such as heart, lungs, and muscles.			