



Access Social Studies
Grade 2
(#7721013)

April 2020

Access Science Grade 2 (#7721013)

Course Standards

SS.2.A.1.1:

Examine primary and secondary sources.

Clarifications:

Examples may include, but are not limited to, artifacts, photographs, newspapers, audio/video recordings, documents, maps, coins, and stamps, textbooks and reference books.

Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
<u>SS.2.A.1.In.a:</u>	Use primary and secondary sources, such as artifacts, photographs, and videos, to obtain information.			
<u>SS.2.A.1.Su.a:</u>	Use a primary or secondary source, such as an artifact, photograph, or video, to obtain information.			
<u>SS.2.A.1.Pa.a:</u>	Recognize pictures or artifacts that relate to important people or events.			
Resources:	Growing Up in Colonial America lesson plan Click Here			

SS.2.A.1.2:

Utilize the media center, technology, or other informational sources to locate information that provides answers to questions about a historical topic.

Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
<u>SS.2.A.1.In.b:</u>	Use technology and other informational sources to find answers to questions about a historical topic.			
<u>SS.2.A.1.Su.b:</u>	Use technology and other sources to obtain information about a historical topic.			
<u>SS.2.A.1.Pa.b:</u>	Recognize a book or picture as a source of information.			

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
Resources:				

[SS.2.A.2.1:](#)

Recognize that Native Americans were the first inhabitants in North America.

Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
SS.2.A.2.In.a:	Identify early Native Americans.			
SS.2.A.2.Su.a:	Recognize early Native Americans.			
SS.2.A.2.Pa.a:	Recognize a characteristic of early Native Americans.			
Resources:				

[SS.2.A.2.2:](#)

Compare the cultures of Native American tribes from various geographic regions of the United States.

Clarifications:

Examples may include, but are not limited to, location, clothing, housing, food, major beliefs and practices, language, art, and music.

Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
SS.2.A.2.In.b:	Identify practices of Native American tribes, such as clothing, housing, and food.			
SS.2.A.2.Su.b:	Recognize a practice associated with Native American tribes, such as clothing or housing.			
SS.2.A.2.Pa.b:	Recognize a characteristic of early Native Americans.			
Resources:				

[SS.2.A.2.3:](#)

Describe the impact of immigrants on the Native Americans.

Clarifications:

Examples are location, clothing, housing, food, major beliefs and practices, art, and music.

Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
SS.2.A.2.In.c:	Recognize the impact of immigrants on the Native Americans, such loss of land and new diseases.			
SS.2.A.2.Su.c:	Recognize that some Native Americans lost their homes to immigrants.			
SS.2.A.2.Pa.c:	Recognize that people move to live in a new place.			
Resources:				

[SS.2.A.2.4:](#)

Explore ways the daily life of people living in Colonial America changed over time.

Clarifications:

Examples may include, but are not limited to, food, shelter, clothing, education, and settlements.

Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
SS.2.A.2.In.d:	Identify ways people living in colonial America changed their daily lives, such as food, clothing, and housing.			
SS.2.A.2.Su.d:	Recognize that people living in colonial America built homes.			
SS.2.A.2.Pa.d:	Recognize that people move to live in a new place.			
Resources:	Growing Up in Colonial America lesson plan Click Here Community Helpers lesson plan Click Here			

[SS.2.A.2.5:](#)

Identify reasons people came to the United States throughout history.

Clarifications:

Examples may include, but are not limited to, war, hunger, natural disasters, voluntary and involuntary servitude, political or religious freedom, land, and jobs.

Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
SS.2.A.2.In.e:	Recognize reasons why people came to the United States, such as jobs or freedom.			
SS.2.A.2.Su.e:	Recognize a reason for moving to a different home, such as jobs.			
SS.2.A.2.Pa.e:	Recognize that people move to live in a new place.			
Resources:				

[SS.2.A.2.6:](#)

Discuss the importance of Ellis Island and the Statue of Liberty to immigration from 1892 - 1954.

Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
SS.2.A.2.In.f:	Identify that many immigrants saw the Statue of Liberty as they entered America.			
SS.2.A.2.Su.f:	Recognize that the Statue of Liberty is in America.			
SS.2.A.2.Pa.f:	Recognize the Statue of Liberty.			
Resources:				

[SS.2.A.2.7:](#)

Discuss why immigration continues today.

Clarifications:

Examples may include, but are not limited to, jobs, war, hunger, natural disasters, political or religious freedom, and jobs.

Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
SS.2.A.2.In.g:	Recognize reasons why people move to the United States, such as jobs or freedom.			

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
SS.2.A.2.Su.g:	Recognize a reason for moving to a different home, such as jobs.			
SS.2.A.2.Pa.g:	Recognize that people move to live in a new place.			
Resources:				

[SS.2.A.2.8:](#)

Explain the cultural influences and contributions of immigrants today.

Clarifications:

Examples may include, but are not limited to, food, language, music, art, beliefs and practices, literature, education, and clothing.

Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
SS.2.A.2.In.h:	Identify the influences of immigrants today, such as music, art, and foods from various cultures.			
SS.2.A.2.Su.h:	Recognize food, clothing, and music from another culture.			
SS.2.A.2.Pa.h:	Recognize differences in food or clothing from other cultures.			
Resources:				

[SS.2.A.3.1:](#)

Identify terms and designations of time sequence.

Clarifications:

Examples may include, but are not limited to, years, decades, centuries.

Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
SS.2.A.3.In.a:	Identify concepts of time, including days and weeks.			
SS.2.A.3.Su.a:	Recognize concepts of time, including yesterday, today, and tomorrow.			

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
SS.2.A.3.Pa.a:	Recognize concepts of time, such as now or later.			
Resources:	Timelines: If You Take a Mouse to School lesson plan Click Here			

SS.2.C.1.1:

Explain why people form governments.

Clarifications:

Examples are create laws, provide services and structure, safety.

Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
SS.2.C.1.In.a:	Recognize the purpose of rules and laws (government) in the home, school, and community, such as to promote safety, order, and good citizenship.			
SS.2.C.1.Su.a:	Recognize the purpose of rules and laws in the home and school, such as to promote safety, order, and good citizenship.			
SS.2.C.1.Pa.a:	Recognize rules in the classroom, such as cooperating and respecting personal space.			
Resources:				

SS.2.C.1.2:

Explain the consequences of an absence of rules and laws.

Clarifications:

Examples are lack of order and people get hurt.

Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
SS.2.C.1.In.b:	Identify a consequence of not having rules and laws in the school and community, such as lack of order and people getting hurt.			

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
SS.2.C.1.Su.b:	Recognize a consequence of not having classroom and school rules, such as people getting hurt.			
SS.2.C.1.Pa.b:	Associate an action with a consequence, such as a push causing an object to break.			
Resources:				

[SS.2.C.2.1:](#)

Identify what it means to be a United States citizen either by birth or by naturalization.

Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
SS.2.C.2.In.a:	Recognize that Americans become citizens by birth or by choice.			
SS.2.C.2.Su.a:	Recognize an American as a citizen of the United States.			
SS.2.C.2.Pa.a:	Recognize membership in a group, such as the classroom, family, or community.			
Resources:	Curious George's First Day of School lesson plan Click Here			

[SS.2.C.2.2:](#)

Define and apply the characteristics of responsible citizenship.

Clarifications:

Examples are respect, responsibility, participation, self-reliance, patriotism, and honesty.

Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
SS.2.C.2.In.b:	Identify characteristics of responsible citizenship in the community, such as respecting property, helping neighbors, and participating in community activities.			

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
SS.2.C.2.Su.b:	Recognize characteristics of responsible citizenship in the community, such as respecting property, helping neighbors, and participating in community activities.			
SS.2.C.2.Pa.b:	Recognize a characteristic of responsible citizenship in the school, such as respecting property, helping others, or participating in school activities.			
Resources:	Curious George's First Day of School lesson plan Click Here Community Helpers: Officer Buckle and Gloria lesson plan Click Here Lilly's Purple Plastic Purse lesson plan Click Here			

[SS.2.C.2.3:](#)

Explain why United States citizens have guaranteed rights and identify rights.

Clarifications:

Examples are right to vote, freedom of speech, and freedom of religion.

Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
SS.2.C.2.In.c:	Identify a right of United States citizens, such as a right to vote or freedom of speech.			
SS.2.C.2.Su.c:	Recognize a right of United States citizens, such as a right to vote or freedom of speech.			
SS.2.C.2.Pa.c:	Recognize the right of students to make choices, such as selecting activities or materials.			
Resources:				

[SS.2.C.2.4:](#)

Identify ways citizens can make a positive contribution in their community.

Clarifications:

Examples are volunteering and recycling.

Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
SS.2.C.2.In.d:	Recognize ways citizens can contribute to the community, such as volunteering and recycling.			
SS.2.C.2.Su.d:	Recognize a way citizens can contribute to the community, such as volunteering or recycling.			
SS.2.C.2.Pa.d:	Recognize a contribution to the school, such as volunteering.			
Resources:				

[SS.2.C.2.5:](#)

Evaluate the contributions of various African Americans, Hispanics, Native Americans, veterans, and women.

Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
SS.2.C.2.In.e:	Identify a contribution of African Americans, Hispanics, Native Americans, veterans, or women.			
SS.2.C.2.Su.e:	Recognize a contribution of an African American, Hispanic, Native American, veteran, or woman.			
SS.2.C.2.Pa.e:	Recognize that people from diverse backgrounds make contributions.			
Resources:	Harriet Tubman and the Underground Railroad lesson plan Click Here			

[SS.2.C.3.1:](#)

Identify the Constitution as the document which establishes the structure, function, powers, and limits of American government.

Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
SS.2.C.3.In.a:	Recognize that the American government has a set of written laws that all people must follow.			

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
SS.2.C.3.Su.a:	Recognize a law that all Americans must follow.			
SS.2.C.3.Pa.a:	Recognize a rule in the school.			
Resources:				

[SS.2.C.3.2:](#)

Recognize symbols, individuals, events, and documents that represent the United States.

Clarifications:

Examples are White House, Capitol, Supreme Court, Washington Monument, Statue of Liberty, Ellis Island, Liberty Bell, Constitution.

Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
SS.2.C.3.In.b:	Recognize symbols, individuals, and events that represent America, such as the White House, the Statue of Liberty, George Washington, and the Fourth of July.			
SS.2.C.3.Su.b:	Recognize symbols and individuals that represent America, such as the White House, the Statue of Liberty, and George Washington.			
SS.2.C.3.Pa.b:	Recognize a symbol and event that represent America, such as the Statue of Liberty and the Fourth of July.			
Resources:	The American Flag lesson plan Click Here United States Coins: The Penny Pot lesson plan Click Here			

[SS.2.E.1.1:](#)

Recognize that people make choices because of limited resources.

Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
SS.2.E.1.In.a:	Recognize that people make choices when there is little or none left of a resource.			

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
SS.2.E.1.Su.a:	Recognize when there is little or none left of a resource.			
SS.2.E.1.Pa.a:	Recognize when there is none left of a resource.			
Resources:				

[SS.2.E.1.2:](#)

Recognize that people supply goods and services based on consumer demands.

Clarifications:

Examples are housing and jobs.

Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
SS.2.E.1.In.b:	Recognize that goods and services fill a need (demand), such as food with a grocery store and health care with a doctor.			
SS.2.E.1.Su.b:	Recognize that goods fill a need, such as food from a grocery store or clothing from a department store.			
SS.2.E.1.Pa.b:	Associate a desired item (goods) with a need.			
Resources:				

[SS.2.E.1.3:](#)

Recognize that the United States trades with other nations to exchange goods and services.

Clarifications:

Examples are clothing, food, toys, cars.

Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
SS.2.E.1.In.c:	Recognize that some goods come from other countries.			
SS.2.E.1.Su.c:	Recognize that some goods come from far away.			
SS.2.E.1.Pa.c:	Associate a desired item (goods) with its source.			

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
Resources:				

SS.2.E.1.4:

Explain the personal benefits and costs involved in saving and spending.

Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
SS.2.E.1.In.d:	Identify a benefit of saving, such as having more money for later; and a benefit of spending, such as getting what you want now.			
SS.2.E.1.Su.d:	Recognize a benefit of saving, such as having more money for later.			
SS.2.E.1.Pa.d:	Recognize that a saved item can be used later.			
Resources:	Bunny Money lesson plan Click Here			

SS.2.G.1.1:

Use different types of maps (political, physical, and thematic) to identify map elements.

Clarifications:

Examples are coordinate grids, title, compass rose, cardinal and intermediate directions, key/legend with symbols and scale.

Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
SS.2.G.1.In.a:	Identify map elements, such as the title, cardinal directions, and key/legend.			
SS.2.G.1.Su.a:	Recognize map elements on a pictorial map, such as pictures and title.			
SS.2.G.1.Pa.a:	Recognize a picture or symbol on a drawing of a location.			
Resources:	Mapping Penny's World lesson plan Click Here			

SS.2.G.1.2:

Using maps and globes, locate the student's hometown, Florida, and North America, and locate the state capital and the national capital.

Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
<u>SS.2.G.1.In.b:</u>	Identify the student's city and state.			
<u>SS.2.G.1.Su.b:</u>	Recognize the student's city and state.			
<u>SS.2.G.1.Pa.b:</u>	Associate the name of the student's city with home.			
Resources:	Mapping Penny's World lesson plan Click Here			

SS.2.G.1.3:

Label on a map or globe the continents, oceans, Equator, Prime Meridian, North and South Pole.

Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
<u>SS.2.G.1.In.c:</u>	Recognize continents and oceans on a map or globe.			
<u>SS.2.G.1.Su.c:</u>	Recognize land and water on a map or globe.			
<u>SS.2.G.1.Pa.c:</u>	Recognize land and water in a picture.			
Resources:				

SS.2.G.1.4:

Use a map to locate the countries in North America (Canada, United States, Mexico, and the Caribbean Islands).

Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
<u>SS.2.G.1.In.d:</u>	Recognize the United States on a map of North America.			
<u>SS.2.G.1.Su.d:</u>	Recognize a map of the United States.			
<u>SS.2.G.1.Pa.d:</u>	Recognize land and water in a picture.			

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
Resources:				

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

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

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

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

[HE.2.C.2.4:](#)

Explain the ways that rules make the classroom, school, and community safer.

Clarifications:

Walking not running, waiting your turn, and following traffic laws.

Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
HE.2.C.2.In.d:	Identify ways that rules make the classroom, school, and community safer (walking not running, waiting one's turn, and following traffic laws.)			
HE.2.C.2.Su.d:	Recognize that rules make the classroom, school, and community safer (walking not running, waiting your turn, following traffic laws).			
HE.2.C.2.Pa.d:	Follow safety routines in the classroom.			

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 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](#).

Course Number: 7721013

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

Abbreviated Title: ACCESS SOC ST - 2

Course Attributes: Class Size Core Required

Course Status : Course Approved