

# Access Science Grade Second   (#7720030)

# Course Standards

[SC.2.E.6.1:](https://www.cpalms.org/Public/PreviewStandard/Preview/1602) 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:](https://www.cpalms.org/public/PreviewAccessPoint/Preview/7567) | Recognize that there are many stars in the sky. |  |  |  |
| [SC.2.E.6.Su.1:](https://www.cpalms.org/public/PreviewAccessPoint/Preview/7568) | Sort rocks according to size. |  |  |  |
| [SC.2.E.6.Pa.1:](https://www.cpalms.org/public/PreviewAccessPoint/Preview/7569) | Recognize the ground in the environment. |  |  |  |
| Resources:  | Science Lesson Plan: Rock Sorting [Click here](https://accesstofls.weebly.com/uploads/2/3/7/3/23739164/science_k-2_rock_sorting.docx) |  |  |  |

[SC.2.E.6.2:](https://www.cpalms.org/Public/PreviewStandard/Preview/1603) 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:](https://www.cpalms.org/public/PreviewAccessPoint/Preview/7570) | Identify components of soil, such as dead plants and pieces of rock. |  |  |  |
| [SC.2.E.6.Su.2:](https://www.cpalms.org/public/PreviewAccessPoint/Preview/7571) | Identify small pieces of rock in the soil.  |  |  |  |
| [SC.2.E.6.Pa.1:](https://www.cpalms.org/public/PreviewAccessPoint/Preview/7569) | Recognize the ground in the environment. |  |  |  |
| Resources:  |  |  |  |  |

[SC.2.E.6.3:](https://www.cpalms.org/Public/PreviewStandard/Preview/1604) 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:](https://www.cpalms.org/public/PreviewAccessPoint/Preview/7572) | Recognize soil types based on color (dark or light) and texture (size of particles). |  |  |  |
| [SC.2.E.6.Su.3:](https://www.cpalms.org/public/PreviewAccessPoint/Preview/7573) | Sort soil samples according to physical properties, such as color (dark or light) or texture (size of particles). |  |  |  |
| [SC.2.E.6.Pa.2:](https://www.cpalms.org/public/PreviewAccessPoint/Preview/7574) | Distinguish examples of soil from other substances. |  |  |  |
| Resources:  |  |  |  |  |

[SC.2.E.7.1:](https://www.cpalms.org/Public/PreviewStandard/Preview/1605) 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:](https://www.cpalms.org/public/PreviewAccessPoint/Preview/7575) | Identify common weather patterns associated with each season. |  |  |  |
| [SC.2.E.7.Su.1:](https://www.cpalms.org/public/PreviewAccessPoint/Preview/7576) | Recognize types of weather and match to the weather outdoors. |  |  |  |
| [SC.2.E.7.Pa.1:](https://www.cpalms.org/public/PreviewAccessPoint/Preview/7577) | Recognize daily outdoor temperature as hot or cold. |  |  |  |
| Resources:  |  |  |  |  |

[SC.2.E.7.2:](https://www.cpalms.org/Public/PreviewStandard/Preview/1606) 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:](https://www.cpalms.org/public/PreviewAccessPoint/Preview/7578) | Identify that the Sun heats the outside air and water. |  |  |  |
| [SC.2.E.7.Su.2:](https://www.cpalms.org/public/PreviewAccessPoint/Preview/7579) | Recognize that items outside are heated by the Sun. |  |  |  |
| [SC.2.E.7.Pa.1:](https://www.cpalms.org/public/PreviewAccessPoint/Preview/7577) | Recognize daily outdoor temperature as hot or cold. |  |  |  |
| Resources:  | Science Lesson Plan: Sun 101 [Click here](https://accesstofls.weebly.com/uploads/2/3/7/3/23739164/science_k-2_sun_101.docx) |  |  |  |

[SC.2.E.7.3:](https://www.cpalms.org/Public/PreviewStandard/Preview/1607) 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:](https://www.cpalms.org/public/PreviewAccessPoint/Preview/7580) | Recognize that water in an open container will disappear (evaporate). |  |  |  |
| [SC.2.E.7.Su.3:](https://www.cpalms.org/public/PreviewAccessPoint/Preview/7581) | Recognize that wet things will dry when they are left in the air. |  |  |  |
| [SC.2.E.7.Pa.2:](https://www.cpalms.org/public/PreviewAccessPoint/Preview/7582) | Distinguish between items that are wet and items that are dry. |  |  |  |
| Resources:  |  |  |  |  |

[SC.2.E.7.4:](https://www.cpalms.org/Public/PreviewStandard/Preview/1608) 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:](https://www.cpalms.org/public/PreviewAccessPoint/Preview/7583) | Identify effects of wind. |  |  |  |
| [SC.1.E.6.Su.3:](https://www.cpalms.org/public/PreviewAccessPoint/Preview/7530) | Recognize effects of wind. |  |  |  |
| [SC.1.E.6.Pa.3:](https://www.cpalms.org/public/PreviewAccessPoint/Preview/7531) | Indicate awareness of air moving. |  |  |  |
| Resources:  |  |  |  |  |

[SC.2.E.7.5:](https://www.cpalms.org/Public/PreviewStandard/Preview/1609) 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:](https://www.cpalms.org/public/PreviewAccessPoint/Preview/7586) | Identify harmful consequences of being outside in severe weather, such as lightning, hurricanes, or tornados. |  |  |  |
| [SC.2.E.7.Su.5:](https://www.cpalms.org/public/PreviewAccessPoint/Preview/7587) | Recognize reasons for staying inside during severe weather, such as hurricanes and thunderstorms. |  |  |  |
| [SC.2.E.7.Pa.4:](https://www.cpalms.org/public/PreviewAccessPoint/Preview/7588) | Recognize where to go to avoid severe weather, such as thunder and lightning. |  |  |  |
| Resources:  |  |  |  |  |

[SC.2.L.14.1:](https://www.cpalms.org/Public/PreviewStandard/Preview/1622) 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:](https://www.cpalms.org/public/PreviewAccessPoint/Preview/7619) | Identify major external body parts, such as hands and legs, and their uses. |  |  |  |
| [SC.2.L.14.Su.1:](https://www.cpalms.org/public/PreviewAccessPoint/Preview/7620) | Match external body parts, such as a foot, to their uses. |  |  |  |
| [SC.2.L.14.Pa.1:](https://www.cpalms.org/public/PreviewAccessPoint/Preview/7621) | Recognize one or more external body parts. |  |  |  |
| Resources:  | Science Lesson Plan: I Spy with My Little Eye [Click here](https://accesstofls.weebly.com/uploads/2/3/7/3/23739164/k-2__i_spy_with_my_little_eye.docx)Science Lesson Plan: Do You Hear What I Hear [Click here](https://accesstofls.weebly.com/uploads/2/3/7/3/23739164/k-2_do_you_hear_what_i_hear.docx)Science Lesson Plan: Soft & Smooth [Click here](https://accesstofls.weebly.com/uploads/2/3/7/3/23739164/k-2_soft_and_smooth_rough_and_bumpy.docx)Science Lesson Plan: Taste Test [Click here](https://accesstofls.weebly.com/uploads/2/3/7/3/23739164/k-2_taste_test.docx)Science Lesson Plan: What’s That Smell [Click here](https://accesstofls.weebly.com/uploads/2/3/7/3/23739164/k-2_whats_that_smell.docx) |  |  |  |

[SC.2.L.16.1:](https://www.cpalms.org/Public/PreviewStandard/Preview/1623) 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:](https://www.cpalms.org/public/PreviewAccessPoint/Preview/7622) | Observe and recognize the major stages in the life cycles of plants and animals. |  |  |  |
| [SC.2.L.16.Su.1:](https://www.cpalms.org/public/PreviewAccessPoint/Preview/7623) | Observe and recognize the sequence of stages in the life cycles of common animals. |  |  |  |
| [SC.2.L.16.Pa.1:](https://www.cpalms.org/public/PreviewAccessPoint/Preview/7624) | 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:](https://www.cpalms.org/Public/PreviewStandard/Preview/1624) 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:](https://www.cpalms.org/public/PreviewAccessPoint/Preview/7625) | Identify the basic needs of living things, including water, food, and air. |  |  |  |
| [SC.2.L.17.Su.1:](https://www.cpalms.org/public/PreviewAccessPoint/Preview/7626) | Recognize that living things have basic needs, including water and food. |  |  |  |
| [SC.2.L.17.Pa.1:](https://www.cpalms.org/public/PreviewAccessPoint/Preview/7627) | Recognize that animals need water. |  |  |  |
| Resources:  | Science Lesson Plan: Plantzilla [Click here](https://accesstofls.weebly.com/uploads/2/3/7/3/23739164/science_k-2_plantzilla.docx)Science Lesson Plan: Harry the Dirty Dog [Click here](https://accesstofls.weebly.com/uploads/2/3/7/3/23739164/k-2_harry_the_dirty_dog.docx) |  |  |  |

[SC.2.L.17.2:](https://www.cpalms.org/Public/PreviewStandard/Preview/1625) 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:](https://www.cpalms.org/public/PreviewAccessPoint/Preview/7628) | Recognize that many different kinds of living things are found in different habitats. |  |  |  |
| [SC.2.L.17.Su.2:](https://www.cpalms.org/public/PreviewAccessPoint/Preview/7629) | Recognize that many kinds of living things are found in the environment. |  |  |  |
| [SC.2.L.17.Pa.2:](https://www.cpalms.org/public/PreviewAccessPoint/Preview/7630) | Recognize common living things in the immediate environment. |  |  |  |
| Resources:  | Science Lesson Plan: Plantzilla [Click here](https://accesstofls.weebly.com/uploads/2/3/7/3/23739164/science_k-2_plantzilla.docx) |  |  |  |

[SC.2.N.1.1:](https://www.cpalms.org/Public/PreviewStandard/Preview/1596) 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:](https://www.cpalms.org/public/PreviewAccessPoint/Preview/7556) | Ask questions and make observations about things in the natural world. |  |  |  |
| [SC.2.N.1.Su.1:](https://www.cpalms.org/public/PreviewAccessPoint/Preview/7557) | Answer yes and no questions and make observations about common objects and actions in the natural world. |  |  |  |
| [SC.2.N.1.Pa.1:](https://www.cpalms.org/public/PreviewAccessPoint/Preview/7558) | Request a change or help to solve a problem in the environment. |  |  |  |
| Resources:  | Science Lesson Plan: Plantzilla [Click here](https://accesstofls.weebly.com/uploads/2/3/7/3/23739164/science_k-2_plantzilla.docx) |  |  |  |

[SC.2.N.1.2:](https://www.cpalms.org/Public/PreviewStandard/Preview/1597) 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:](https://www.cpalms.org/public/PreviewAccessPoint/Preview/7559) | Identify information about objects based on observation. |  |  |  |
| [SC.2.N.1.Su.2:](https://www.cpalms.org/public/PreviewAccessPoint/Preview/7560) | Identify characteristics of objects based on observation. |  |  |  |
| [SC.2.N.1.Pa.2:](https://www.cpalms.org/public/PreviewAccessPoint/Preview/7561) | Use senses to recognize objects. |  |  |  |
| Resources:  | Science Lesson Plan: Plantzilla [Click here](https://accesstofls.weebly.com/uploads/2/3/7/3/23739164/science_k-2_plantzilla.docx)Science Lesson Plan: I Spy with My Little Eye [Click here](https://accesstofls.weebly.com/uploads/2/3/7/3/23739164/k-2__i_spy_with_my_little_eye.docx)Science Lesson Plan: Do You Hear What I Hear [Click here](https://accesstofls.weebly.com/uploads/2/3/7/3/23739164/k-2_do_you_hear_what_i_hear.docx)Science Lesson Plan: Soft & Smooth [Click here](https://accesstofls.weebly.com/uploads/2/3/7/3/23739164/k-2_soft_and_smooth_rough_and_bumpy.docx)Science Lesson Plan: What’s That Smell [Click here](https://accesstofls.weebly.com/uploads/2/3/7/3/23739164/k-2_whats_that_smell.docx) |  |  |  |

[SC.2.N.1.3:](https://www.cpalms.org/Public/PreviewStandard/Preview/1598) 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:](https://www.cpalms.org/public/PreviewAccessPoint/Preview/7556) | Ask questions and make observations about things in the natural world. |  |  |  |
| [SC.2.N.1.Su.1:](https://www.cpalms.org/public/PreviewAccessPoint/Preview/7557) | Answer yes and no questions and make observations about common objects and actions in the natural world. |  |  |  |
| [SC.2.N.1.Pa.1:](https://www.cpalms.org/public/PreviewAccessPoint/Preview/7558) | Request a change or help to solve a problem in the environment. |  |  |  |
| Resources:  | Science Lesson Plan: Magnets and Motion [Click here](https://accesstofls.weebly.com/uploads/2/3/7/3/23739164/science_k-2_magnets_and_motion.docx) |  |  |  |

[SC.2.N.1.4:](https://www.cpalms.org/Public/PreviewStandard/Preview/1599) 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:](https://www.cpalms.org/public/PreviewAccessPoint/Preview/7562) | Recognize that the results of a scientific activity should be the same when repeated |  |  |  |
| [SC.2.N.1.Su.3:](https://www.cpalms.org/public/PreviewAccessPoint/Preview/7563) | Recognize that science activities can be repeated. |  |  |  |
| [SC.2.N.1.Pa.3:](https://www.cpalms.org/public/PreviewAccessPoint/Preview/7564) | Recognize common objects in different environments. |  |  |  |
| Resources:  | Science Lesson Plan: I Like to Move It, Move It [Click here](https://accesstofls.weebly.com/uploads/2/3/7/3/23739164/science_k-2_i_like_to_move_it_move_it.docx) |  |  |  |

[SC.2.N.1.5:](https://www.cpalms.org/Public/PreviewStandard/Preview/1600) 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:](https://www.cpalms.org/public/PreviewAccessPoint/Preview/7559) | Identify information about objects based on observation. |  |  |  |
| [SC.2.N.1.Su.2:](https://www.cpalms.org/public/PreviewAccessPoint/Preview/7560) | Identify characteristics of objects based on observation. |  |  |  |
| [SC.2.N.1.Pa.2:](https://www.cpalms.org/public/PreviewAccessPoint/Preview/7561) | Use senses to recognize objects. |  |  |  |
| Resources:  |  |  |  |  |

[SC.2.N.1.6:](https://www.cpalms.org/Public/PreviewStandard/Preview/1601) 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:](https://www.cpalms.org/public/PreviewAccessPoint/Preview/7565) | Recognize that scientists work to solve problems. |  |  |  |
| [SC.2.N.1.Su.4:](https://www.cpalms.org/public/PreviewAccessPoint/Preview/7566) | Recognize that people work in science. |  |  |  |
| [SC.2.N.1.Pa.1:](https://www.cpalms.org/public/PreviewAccessPoint/Preview/7558) | Request a change or help to solve a problem in the environment. |  |  |  |
| Resources:  |  |  |  |  |

[SC.2.P.8.1:](https://www.cpalms.org/Public/PreviewStandard/Preview/1610) 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:](https://www.cpalms.org/public/PreviewAccessPoint/Preview/7589) | Identify objects by observable properties, such as, size, shape, color. |  |  |  |
| [SC.2.P.8.Su.1:](https://www.cpalms.org/public/PreviewAccessPoint/Preview/7590) | Identify objects by observable properties, such as size, shape, and color. |  |  |  |
| [SC.2.P.8.Pa.1:](https://www.cpalms.org/public/PreviewAccessPoint/Preview/7591) | Match objects by one observable property, such as size or color. |  |  |  |
| Resources:  | Science Lesson Plan: Magnets and Motion [Click here](https://accesstofls.weebly.com/uploads/2/3/7/3/23739164/science_k-2_magnets_and_motion.docx) |  |  |  |

[SC.2.P.8.2:](https://www.cpalms.org/Public/PreviewStandard/Preview/1611) 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:](https://www.cpalms.org/public/PreviewAccessPoint/Preview/7592) | Identify objects and materials as solid or liquid. |  |  |  |
| [SC.2.P.8.Su.2:](https://www.cpalms.org/public/PreviewAccessPoint/Preview/7593) | Recognize water in solid or liquid states. |  |  |  |
| [SC.2.P.8.Pa.2:](https://www.cpalms.org/public/PreviewAccessPoint/Preview/7594) | Recognize water as a liquid. |  |  |  |
| Resources:  |  |  |  |  |

[SC.2.P.8.3:](https://www.cpalms.org/Public/PreviewStandard/Preview/1615) 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:](https://www.cpalms.org/public/PreviewAccessPoint/Preview/7595) | Recognize that solids have a definite shape and liquids take the shape of their container. |  |  |  |
| [SC.2.P.8.Su.3:](https://www.cpalms.org/public/PreviewAccessPoint/Preview/7596) | Recognize that solids have a definite shape. |  |  |  |
| [[SC.2.P.8.Pa.3:](https://www.cpalms.org/public/PreviewAccessPoint/Preview/7597)](file:///C%3A%5CPublic%5CPreviewAccessPoint%5CPreview%5C7591) | Recognize different containers that hold liquids. |  |  |  |
| Resources:  |  |  |  |  |

[SC.2.P.8.4:](https://www.cpalms.org/Public/PreviewStandard/Preview/1612) 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:](https://www.cpalms.org/public/PreviewAccessPoint/Preview/7592) | Identify objects and materials as solid or liquid. |  |  |  |
| [[SC.2.P.8.Su.2:](https://www.cpalms.org/public/PreviewAccessPoint/Preview/7593)](file:///C%3A%5CPublic%5CPreviewAccessPoint%5CPreview%5C7590) | Recognize water in solid or liquid states. |  |  |  |
| [SC.2.P.8.Pa.2:](https://www.cpalms.org/public/PreviewAccessPoint/Preview/7594) | Recognize water as a liquid. |  |  |  |
| Resources:  |  |  |  |  |

[SC.2.P.8.5:](https://www.cpalms.org/Public/PreviewStandard/Preview/1613) 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:](https://www.cpalms.org/public/PreviewAccessPoint/Preview/7598) | Describe and compare outside daily temperatures as warm or cold. |  |  |  |
| [SC.2.P.8.Su.4:](https://www.cpalms.org/public/PreviewAccessPoint/Preview/7599) | Identify outside temperatures as warm or cold. |  |  |  |
| [SC.2.P.8.Pa.4:](https://www.cpalms.org/public/PreviewAccessPoint/Preview/7600) | Recognize common objects or materials as warm or cold. |  |  |  |
| Resources:  |  |  |  |  |

[SC.2.P.8.6:](https://www.cpalms.org/Public/PreviewStandard/Preview/1614) 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:](https://www.cpalms.org/public/PreviewAccessPoint/Preview/7601) | Compare the volume of liquid in a variety of containers. |  |  |  |
| [SC.2.P.8.Su.5:](https://www.cpalms.org/public/PreviewAccessPoint/Preview/7602) | Recognize different volumes of liquids in identical containers. |  |  |  |
| [SC.2.P.8.Pa.3:](https://www.cpalms.org/public/PreviewAccessPoint/Preview/7597) | Recognize different containers that hold liquids. |  |  |  |
| Resources:  |  |  |  |  |

[SC.2.P.9.1:](https://www.cpalms.org/Public/PreviewStandard/Preview/1616) 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:](https://www.cpalms.org/public/PreviewAccessPoint/Preview/7603) | Explore and identify that observable properties of materials can be changed. |  |  |  |
| [SC.2.P.9.Su.1:](https://www.cpalms.org/public/PreviewAccessPoint/Preview/7604) | Recognize changes in observable properties of materials. |  |  |  |
| [SC.2.P.9.Pa.1:](https://www.cpalms.org/public/PreviewAccessPoint/Preview/7605) | Recognize that the appearance of an object or material has changed. |  |  |  |
| Resources:  |  |  |  |  |

[SC.2.P.10.1:](https://www.cpalms.org/Public/PreviewStandard/Preview/1617) 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:](https://www.cpalms.org/public/PreviewAccessPoint/Preview/7606) | Identify ways people use electricity in their lives. |  |  |  |
| [SC.2.P.10.Su.1:](https://www.cpalms.org/public/PreviewAccessPoint/Preview/7607) | Recognize a way people use electricity in their lives. |  |  |  |
| [SC.2.P.10.Pa.1:](https://www.cpalms.org/public/PreviewAccessPoint/Preview/7608) | Activate a device that uses electricity. |  |  |  |
| Resources:  |  |  |  |  |

[SC.2.P.13.1:](https://www.cpalms.org/Public/PreviewStandard/Preview/1618) 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:](https://www.cpalms.org/public/PreviewAccessPoint/Preview/7609) | Observe and identify that pushing or pulling an object can change the direction of movement of the object. |  |  |  |
| [SC.2.P.13.Su.1:](https://www.cpalms.org/public/PreviewAccessPoint/Preview/7610) | Identify that pushing or pulling an object makes it move. |  |  |  |
| [SC.2.P.13.Pa.1:](https://www.cpalms.org/public/PreviewAccessPoint/Preview/7611) | Recognize that pushing and pulling an object makes it move. |  |  |  |
| Resources:  | Science Lesson Plan: I Like to Move It, Move It [Click here](https://accesstofls.weebly.com/uploads/2/3/7/3/23739164/science_k-2_i_like_to_move_it_move_it.docx)Science Lesson Plan: Tug of War [Click here](https://accesstofls.weebly.com/uploads/2/3/7/3/23739164/k-2_tug_of_war.docx) |  |  |  |

[SC.2.P.13.2:](https://www.cpalms.org/Public/PreviewStandard/Preview/1619) 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:](https://www.cpalms.org/public/PreviewAccessPoint/Preview/7612) | Observe and recognize that magnets can move some objects. |  |  |  |
| [SC.2.P.13.Su.2:](https://www.cpalms.org/public/PreviewAccessPoint/Preview/7613) | Use magnets to cause objects to move. |  |  |  |
| [SC.2.P.13.Pa.1:](https://www.cpalms.org/public/PreviewAccessPoint/Preview/7611) | Recognize that pushing and pulling an object makes it move. |  |  |  |
| Resources:  |  |  |  |  |

[SC.2.P.13.3:](https://www.cpalms.org/Public/PreviewStandard/Preview/1620) 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:](https://www.cpalms.org/public/PreviewAccessPoint/Preview/7614) | Identify and demonstrate that an object will fall to the ground when dropped. |  |  |  |
| [SC.2.P.13.Su.3:](https://www.cpalms.org/public/PreviewAccessPoint/Preview/7615) | Recognize that an object will fall to the ground when dropped. |  |  |  |
| [SC.2.P.13.Pa.2:](https://www.cpalms.org/public/PreviewAccessPoint/Preview/7616) | Indicate that an object has fallen. |  |  |  |
| Resources:  |  |  |  |  |

[SC.2.P.13.4:](https://www.cpalms.org/Public/PreviewStandard/Preview/1621) 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:](https://www.cpalms.org/public/PreviewAccessPoint/Preview/7617) | Identify that pushing or pulling an object with more force will make the object go faster or farther. |  |  |  |
| [SC.2.P.13.Su.4:](https://www.cpalms.org/public/PreviewAccessPoint/Preview/7618) | Recognize that pushing or pulling an object with more force will make the object go faster or farther. |  |  |  |
| [SC.2.P.13.Pa.1:](https://www.cpalms.org/public/PreviewAccessPoint/Preview/7611) | Recognize that pushing and pulling an object makes it move. |  |  |  |
| Resources:  | Science Lesson Plan: I Like to Move It, Move It [Click here](https://accesstofls.weebly.com/uploads/2/3/7/3/23739164/science_k-2_i_like_to_move_it_move_it.docx)Science Lesson Plan: Tug of War [Click here](https://accesstofls.weebly.com/uploads/2/3/7/3/23739164/k-2_tug_of_war.docx) |  |  |  |

[HE.2.B.5.2:](https://www.cpalms.org/Public/PreviewStandard/Preview/7321) 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:](https://www.cpalms.org/public/PreviewAccessPoint/Preview/13773) | 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:](https://www.cpalms.org/public/PreviewAccessPoint/Preview/13774) | 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:](https://www.cpalms.org/public/PreviewAccessPoint/Preview/13775) | 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:](https://www.cpalms.org/Public/PreviewStandard/Preview/7036) 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:](https://www.cpalms.org/public/PreviewAccessPoint/Preview/13024) | Identify major human organs and their functions, such as heart, lungs, and muscles. |  |  |  |
| [HE.2.C.1.Su.5:](https://www.cpalms.org/public/PreviewAccessPoint/Preview/13025) | Recognize major human organs and their functions, such as heart and muscles. |  |  |  |
| [HE.2.C.1.Pa.5:](https://www.cpalms.org/public/PreviewAccessPoint/Preview/13027) | Recognize selected major human organs, such as heart, lungs, and muscles. |  |  |  |

[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.