

HPS Scope & Sequence
K-8 Grade Level Essential Skills
Created: August 2009
Last Revision: June 2010

Grade Level: Second Grade
Subject: Social Studies






Howell Public Schools (HPS), like many of our fellow Michigan districts, has studied the work of Dr. Robert Marzano and other educational consultants. In his book *What Works in Schools: Translating Research into Action*, Marzano points to the necessity of school districts having a “guaranteed and viable curriculum.” Marzano stresses the importance of everyone in the school community understanding what skills will be taught for mastery at each grade level, and then guaranteeing that happens. Using this research, our district has undertaken the task of creating an aligned curriculum that prepares students to successfully meet the academic rigors of Michigan’s Grade Level Content Expectations (GLCEs).

During the 2008-09 school year small groups of teachers worked under the guidance of curriculum consultants and HPS administrators to study the core content curriculums of English, math, science and social studies. Through professional development efforts, these groups learned to identify subsets of fundamental, non-negotiable content expectations that require a higher degree of mastery than the other expectations within the content area. HPS has chosen to call these fundamental, non-negotiable content expectations for each grade level subject “Essential Skills”. Teacher groups then assigned a recommended number of lessons, per quarter, needed to successfully teach each GLCE, thus securing the curriculum as viable. Vocabulary, a researched component to uniform student achievement, was identified by quarter (nine-week sessions). Examples of formative assessments were provided for each expectation, with the creation of uniform summative assessments to follow the final approval of this document. Upon completion of draft essential skills for each subject, the teacher groups used supporting MDE documents to align their chosen skills horizontally for grades kindergarten through eight.






The essential skills found within this document were then piloted in the 2009-2010 school year, with our teaching staff providing on-going feedback on the document during this pilot. At the conclusion of each semester the original teacher groups re-assembled under the guidance of educational consultants and HPS administration to review the edit suggestions. These steps culminated in revisions and a secure document that will remain fluid.

It should be noted that as a subset of Michigan’s Grade Level Content Expectations, the overall number of expectations identified as essential skills is smaller than the total articulated within the State’s course expectation documents. This is the intentional result of a process that asked teacher leaders to identify fundamental content expectations that require a higher degree of mastery than others included within the discipline. Expectations that were not considered fundamental to the success of all students are not included in this document, but may be found on the MDE web site at http://www.michigan.gov/mde/0,1607,7-140-28753_33232---,00.html






Quarter 1

Standard OR GLCE #	Standard or GLCE Language	What this means:	Q	Time Days	Examples of Embedded Assessments	Vocabulary
	Students will			13 		
Geography						
The World in Spatial Terms						
2-G1.0.1	Construct maps of the local community that contain symbols, labels, and legends denoting human and natural characteristics of place.	Create maps of the local community that contain symbols, labels, and legends denoting human and natural characteristics of place. Human characteristics like buildings, playgrounds and sidewalks are made by humans. Natural/physical characteristics like clouds, trees and weather are found in nature. Relate to our community when teaching Howell History.	Y		teacher observation, class discussion, teacher created assessments, projects, interactive student notebooks	symbols, labels, legends, compass rose, human characteristics, natural characteristics
2-G1.0.2	Use maps to describe the spatial organization of the local community by applying concepts including relative location and using distance, direction, and scale.	Using a map, investigate how places are organized in the local community using distance, direction and scale.	Q1	4	teacher observation, class discussion, teacher created assessments, projects, interactive student notebooks	distance, direction, scale, east, west, south, north
Places and Regions						






Quarter 1

Standard OR GLCE #	Standard or GLCE Language	What this means:	Q	Time Days	Examples of Embedded Assessments	Vocabulary
	Students will			13 		
2-G2.0.1	Compare the physical and human characteristics of the local community with those of another community.	Compare human characteristics like buildings, playgrounds and sidewalks and physical characteristics like clouds, trees and weather found in our local community to those in found in another community.	Q1	3	teacher observation, class discussion, teacher created assessments, interactive student notebooks	physical characteristics, human characteristics, urban, suburban, rural, climate
2-G2.0.2	Describe how the local community is part of a larger region (e.g., county, metropolitan area, state).	Understand that their local community is part of a larger region such as county, state and country.	Q1	4	teacher observation, class discussion, teacher created assessments, interactive student notebooks	region, county, state, country, city, town, village
Civics and Government						
Values and Principles of American Democracy						
2-C2.0.2	Describe how the Pledge of Allegiance reflects the core democratic value of patriotism. Additional resource- The Pledge of Allegiance book	The Pledge of Allegiance is patriotic because it shows our commitment to our core democratic values and our country.	Q1	2	teacher observation, class discussion, teacher created assessments	Pledge of Allegiance, patriotism, core democratic value, America, liberty, justice
2-P4.2.2	Participate in projects to help or inform others.	Become involved in projects that help or inform others.	Y		teacher observation, class discussion, teacher created assessments, projects, interactive student notebooks	project, inform

Quarter 1






Quarter 1						
Standard OR GLCE #	Standard or GLCE Language	What this means:	Q	Time Days	Examples of Embedded Assessments	Vocabulary
	Students will			13 		
History						
Living and Working Together Communities						
2-H2.0.3	Use an example to describe the role of the individual in creating history.	Using examples from the past, students can understand the significant role of an individual in shaping history.	Y		teacher observation, class discussion, teacher created assessments,	history, role, leader

Quarter 2






Standard OR GLCE #	Standard or GLCE Language	What this means:	Q	Time Days	Examples of Embedded Assessments	Vocabulary
	Students will			14 		
History						
Living and Working Together Communities						
2-H2.0.1	Demonstrate chronological thinking by distinguishing among years and decades using a timeline of local community events.	Use time and chronology as a means for understanding past, present and future events in the local community.	Q2/ Q4 - Howell History	5	teacher observation, class discussion, teacher created assessments, projects, interactive student notebooks	chronological thinking, decades, timeline, year, community sources
2-H2.0.3	Use an example to describe the role of the individual in creating history.	Using examples from the past, students can understand the significant role of an individual in shaping history.	Y		teacher observation, class discussion, teacher created assessments, interactive student notebooks	history, role, leader
2-H2.0.5	Identify a problem in a community's past and describe how it was resolved.	Examine how a community problem in the past was addressed and resolved.	Q2/ Q4 - Howell History	4	teacher observation, class discussion, teacher created assessments, projects, interactive student notebooks	resolved, community, problem, solution
Geography						
The World in Spatial Terms						

HPS Scope and Sequence - Social Studies
Grade 2 - Revision 08/2010





Quarter 2

Standard OR GLCE #	Standard or GLCE Language	What this means:	Q	Time Days	Examples of Embedded Assessments	Vocabulary
	Students will			14 		
2-G1.0.1	Construct maps of the local community that contain symbols, labels, and legends denoting human and natural characteristics of place.	Create maps of the local community that contain symbols, labels, and legends denoting human and natural characteristics of place. Human characteristics like buildings, playgrounds and sidewalks are made by humans. Natural/physical characteristics like clouds, trees and weather are found in nature. Relate to our community when teaching Howell History.	Y		teacher observation, class discussion, teacher created assessments, projects, interactive student notebooks	symbols, labels, legends, compass rose, human characteristics, natural characteristics
Human Systems						
2-G4.0.3	Use components of culture (e.g., foods, language, religion, traditions) to describe diversity in the local community.	Build an understanding of the different aspects of culture within their community.	Q2/ Q3	5	teacher observation, class discussion, teacher created assessments, projects, interactive student notebooks	diversity, culture, traditions, religion, language, customs
Public Discourse, Decision Making, and Citizen Involvement						
Citizen Involvement						

Quarter 2





Standard OR GLCE #	Standard or GLCE Language	What this means:	Q	Time Days	Examples of Embedded Assessments	Vocabulary
	Students will			14 		
2-P4.2.2	Participate in projects to help or inform others.	Become involved in projects that help or inform others.	Y		teacher observation, class discussion, teacher created assessments, projects, interactive student notebooks	project, inform

Quarter 3

Standard OR GLCE #	Standard or GLCE Language	What this means:	Q	Time Days	Examples of Embedded Assessments	Vocabulary
	Students will			14		
Civics and Government						
Values and Principals of American Democracy						
2-C2.0.1	Explain how local governments balance individual rights with the common good to solve local community problems.	Examine situations in which the local government seeks to balance individual rights with the common good in solving community problems.	Q3	3	teacher observation, class discussion, teacher created assessments, interactive student notebooks	individual rights, common good, community problems
Structure and Functions of Government						
2-C3.0.2	Use examples to describe how local government affects the lives of its citizens.	Students begin to explore formal structures of government and how government influences the lives of citizens, such as setting regulations for public health and safety protecting individual rights, or acting for the common good.	Q3	4	teacher observation, class discussion, teacher created assessments, projects, interactive student notebooks	local government, citizens, regulations, control and order
2-C3.0.3	Identify services commonly provided by local governments (e.g., police, fire departments, schools, libraries, parks). (2-C3.0.3)	The local government affects the lives of its citizens by providing these services.	Q3	5	teacher observation, class discussion, teacher created assessments, projects, interactive student notebooks	public services, authority






Scope and Sequence - Social Studies
Grade 2- Revision 08/2010

Quarter 3

Standard OR GLCE #	Standard or GLCE Language	What this means:	Q	Time Days	Examples of Embedded Assessments	Vocabulary
	Students will			14		
Economics						
Market Economy						
2-E1.0.1	Identify the opportunity cost involved in a consumer decision.	Students continue to learn how scarcity forces people to make choices.	Q3	3	teacher observation, class discussion, teacher created assessments, projects, interactive student notebooks	opportunity cost, consumer decision, high and low demand, choice, advertising, cost, needs
2-E1.0.2	Identify businesses in the local community.	Name a variety of local businesses.	Q3	3	teacher observation, class discussion, teacher created assessments, projects, interactive student notebooks	business, profit, good, service
2-E1.0.3	Describe how businesses in the local community meet economic wants of consumers.	Identify different types of businesses and make connections between local businesses and the economic wants of people or other businesses.	Q3	3	teacher observation, class discussion, teacher created assessments, projects, interactive student notebooks	business, consumer, economic wants, price
Public Discourse, Decision Making, and Citizen Involvement						






Scope and Sequence - Social Studies
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Quarter 3




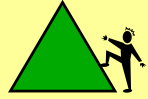

Standard OR GLCE #	Standard or GLCE Language	What this means:	Q	Time Days	Examples of Embedded Assessments	Vocabulary
				14		
	Students will					
2-P4.2.2	Participate in projects to help or inform others.	Become involved in projects that help or inform others.	Y		teacher observation, class discussion, teacher created assessments, projects, interactive student notebooks	project, inform
Geography						
The World in Spatial Terms						
2-G1.0.1	Construct maps of the local community that contain symbols, labels, and legends denoting human and natural characteristics of place.	Create maps of the local community that contain symbols, labels, and legends denoting human and natural characteristics of place. Human characteristics like buildings, playgrounds and sidewalks are made by humans. Natural/physical characteristics like clouds, trees and weather are found in nature. Relate to our community when teaching Howell History.	Y		teacher observation, class discussion, teacher created assessments, projects, interactive student notebooks	symbols, labels, legends, compass rose, human characteristics, natural characteristics
Human Systems						

Scope and Sequence - Social Studies
Grade 2- Revision 08/2010




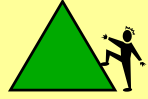

Quarter 3

Standard OR GLCE #	Standard or GLCE Language	What this means:	Q	Time Days	Examples of Embedded Assessments	Vocabulary
				14		
	Students will					
2-G4.0.1	Describe land use in the community (e.g., where people live, where services are provided, where products are made).	Describe land use patterns in our community by describing where people live, shop for goods and services, manufacture goods and grow agricultural products.	Q3	3	teacher observation, class discussion, teacher created assessments, interactive student notebooks	land use, services, products, goods, agricultural, manufacturing
2-G4.0.3	Use components of culture (e.g., foods, language, religion, traditions) to describe diversity in the local community.	Build an understanding of the different aspects of culture within their community.	Q2/ Q3	5	teacher observation, class discussion, teacher created assessments, projects, interactive student notebooks	diversity, culture, traditions, religion, language, customs
History						
Living and Working Together Communities						
2-H2.0.3	Use an example to describe the role of the individual in creating history.	Using examples from the past, students can understand the significant role of an individual in shaping history.	Y		teacher observation, class discussion, teacher created assessments, interactive student notebooks	history, role, leader






Quarter 4

Standard OR GLCE #	Standard or GLCE Language	What this means:	Q	Time Days	Examples of Embedded Assessments	Vocabulary
				18		
	Students will					
History						
Living and Working Together Communities						
2-H2.0.1	Demonstrate chronological thinking by distinguishing among years and decades using a timeline of local community events.	Use time and chronology as a means for understanding past, present and future events in the local community. <u>Focus this quarter is on Howell History.</u>	Q2/Q4	4	teacher observation, class discussion, teacher created assessments, projects, interactive student notebooks	chronological thinking, decades, timeline, year, community sources
2-H2.0.3	Use an example to describe the role of the individual in creating history.	Using examples from the past, students can understand the significant role of an individual in shaping history. <u>Focus this quarter is on Howell History.</u>	Y		teacher observation, class discussion, teacher created assessments, interactive student notebooks	history, role, leader
2-H2.0.5	Identify a problem in a community's past and describe how it was resolved.	Examine how a local community problem in the past was addressed and resolved. <u>Focus this quarter is on Howell History.</u>	Q2/Q4	3	teacher observation, class discussion, teacher created assessments, projects, interactive student notebooks	resolved, community, problem, solution
Geography						
Geography						
The World in Spatial Terms						




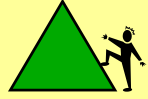

Quarter 4

Standard OR GLCE #	Standard or GLCE Language	What this means:	Q	Time Days	Examples of Embedded Assessments	Vocabulary
				18		
	Students will					
2-G1.0.1	Construct maps of the local community that contain symbols, labels, and legends denoting human and natural characteristics of place.	Create maps of the local community that contain symbols, labels, and legends denoting human and natural characteristics of place. Human characteristics like buildings, playgrounds and sidewalks are made by humans. Natural/physical characteristics like clouds, trees and weather are found in nature. Relate to our community when teaching Howell History.	Y		teacher observation, class discussion, teacher created assessments, projects, interactive student notebooks	symbols, labels, legends, compass rose, human characteristics, natural characteristics
Environment and Society						
2-G5.0.2	Describe positive and negative consequences of changing the physical environment of the local community.	Identify the positive and negative consequences that could arise from changing the physical environment of the local community.	Q4	1	teacher observation, class discussion, teacher created assessments, interactive student notebooks	positive and negative consequences, physical environment, local community
Civics and Government						
Purposes of Government						

Quarter 4

Standard OR GLCE #	Standard or GLCE Language	What this means:	Q	Time Days	Examples of Embedded Assessments	Vocabulary
				18		
	Students will					
2-C1.0.1	Explain why people form governments.	People form governments to protect individual rights, serve the common good and maintain order.	Q4	2	teacher observation, class discussion, teacher created assessments, projects, interactive student notebooks	government, leaders, respect for law, rights, protect
Roles of the Citizen in American Democracy						
2-C5.0.1	Identify ways citizens participate in community decisions.	Ways citizens can participate in community decisions include exercising free speech by voting, sending e-mails, writing to a newspaper.	Q4	2	teacher observation, class discussion, teacher created assessments, projects, interactive student notebooks	community decisions, duty
2-C5.0.3	Design and participate in community improvement projects that help or inform others.	Students apply their knowledge about participating in community decisions by designing and participating in community improvement projects.	Q4	2	teacher observation, class discussion, teacher created assessments, projects, interactive student notebooks	community improvement

Quarter 4

Standard OR GLCE #	Standard or GLCE Language	What this means:	Q	Time Days	Examples of Embedded Assessments	Vocabulary
				18		
	Students will					
Public Discourse, Decision Making, and Citizen Involvement						
Persuasive Communication About a Public Issue						
2-P3.3.1	Compose a statement expressing a position on a public policy issue in the local community and justify the position with a reasoned argument.	Write a draft to express a position about a local community issue and justify it with a reasoned argument.	Q4	2	teacher observation, class discussion, teacher created assessments, projects, interactive student notebooks	expressing a position, reasoned argument
Citizen Involvement						
2-P4.2.1	Develop and implement an action plan to address or inform others about a public issue.	Plan a way to address or inform others about a public issue.	Q4	2	teacher observation, class discussion, teacher created assessments, projects, interactive student notebooks	action plan, public issue
2-P4.2.2	Participate in projects to help or inform others.	Become involved in projects that help or inform others.	Y		teacher observation, class discussion, teacher created assessments, projects, interactive student notebooks	project, inform