

**Macomb County Social Studies Core Curriculum
 Grade 2: Communities/Assessments**

| | |
|--------------------------|--|
| Geography Skills | <ol style="list-style-type: none"> 1. Create a neighborhood using N, S, E, W, map key, symbols 2. Product a collage or 3-D clay model that depicts the listed landforms 3. Categorize pictures that show dress, climate, and physical features of an urban and rural community 4. Chart the route on a map for a product-from its point of origin to your community and identify types of Transportation that might have been used 5. Work in cooperative groups and design and develop a pictorial representation of the various regions of their school and grounds (example: art region, eating region, lower el, upper el, playground, parking lot, etc.) |
| Rural Communities | <ol style="list-style-type: none"> 1. Draw a map of a rural community using symbols, a map key and directions 2. Create a diorama or collage of a rural area 3. Identify how the climate and physical features affect a rural community from picture prompts 4. Recycle materials within their classroom and school 5. Develop problem/solution charts based on current events 6. Demonstrate their ability to follow rules and resolve conflicts (observational checklist) 7. Develop and adhere to classroom and school rules (checklists, anecdotal records) 8. Develop a list of the needs and wants within the rural community 9. Create a chart identifying the goods and services that satisfy these needs and wants That are provided by schools, government and other sources and how these goods and services are financed 10. Set up a classroom store 11. List producers and consumers and how they affect each other when changes are made (example: items or services are no longer available) 12. Solve a problem relative to a rural setting (example: being snowed in-what to do for Food) 13. Draw and label a progressive time line of a farm product from harvest to time of sale 14. Describe how communities evolve over a long period of time 15. Develop a flow chart of a product from animal to consumption 16. Create a diorama or collage depicting a rural community 17. Use a Venn diagram to compare two communities 18. Compare and contrast the evolution of their area and make predictions of future change |

(Assessments provided by Macomb Intermediate School District)
 Content was developed in partnership with
 Macomb Intermediate School District, Oakland Schools and Wayne RESA
 For Detroit Public TV's "The Enrichment Channel" Project

| | |
|-----------------------------------|---|
| Urban/Suburban Communities | <ol style="list-style-type: none"> 1. Draw a city map using symbols, a map key and directions 2. Create a diorama or collage of a urban/suburban area 3. Identify how the climate and physical features affect an urban community from picture prompts 4. Recycle materials within their won classroom and school 5. Develop problem/solution charts based on current events 6. Demonstrate their ability to follow rules and resolve conflicts (observational checklist) 7. Develop and adhere to classroom and school rules (checklists, anecdotal records) 8. Develop a list of the needs and wants within the urban/suburban community 9. Create a chart identifying the goods and the services that satisfy the needs and wants that are provided by schools, government and other sources and how they are paid for 10. Write a report on how goods and services are financed 11. List producers and consumers and how they affect each other when changes are made (example: items or services are no longer available) 12. Solve a problem relative to a urban/suburban setting (example: mass transit system Breaks: how will this affect the area?) 13. Create a sequential time line of products from factory to home 14. Write a letter written by a grandfather describing how urban/ suburban communities evolved over time 15. List and explain the processes involved in production of a product 16. Create diorama or collage depicting an urban and suburban community 17. Use a Venn diagram to compare two communities 18. Compare and contrast the evolution of their area and make predictions of future change |
| Seasonal Topics | <ol style="list-style-type: none"> 1. List the accomplishments of: Abraham Lincoln, George Washington, Martin Luther King, etc. 2. Make pictorial time lines of the lives of famous people 3. Make up and act out skits about the lives and accomplishments of famous people 4. Describe how holidays are celebrated in other parts of the world (e.g., Mexican fiestas, etc.) |
| Time and Chronology | <ol style="list-style-type: none"> 1. Teacher observational checklist 2. Sequence pictures chronologically 3. Create a pictorial time line |