

+Correlation Guide
2nd Grade Community Studies

This correlation guide is designed to show potential connections to other freely available statewide resources. These resources include:

1) The Revised Michigan GLCEs for SS

During the 2014-15 school year the Michigan Grade Level Content Expectations were updated by teams of educators from around the state of Michigan. MI Open Book authors were given access to many of these educators and drafts of revised standards as they did their work.

2) The Michigan Citizenship Collaborative Curriculum

MC3 is one of the most valuable resources available to Michigan educators teaching Social Studies. A complete set of curriculum units devised by experts from around the state.

3) C3 Teachers

Expand your toolkit with some pre made inquiries that link back to the content expectations!

Where are the History Standards?

While there are H standards in both 3rd and 4th grade, many teachers have elected to teach them all at one grade level. There is a separate 3/4 Correlation guide coming in the near future for the separate 3/4 History download.

 MICHIGAN OPEN BOOK PROJECT Michigan Open Book Project	 Michigan Grade Level Content Expectations	 MC3 Curriculum	 What's Your Inquiry and New York Toolkit Resources
Chapter 1 - Why do people live in communities?	2 – G2.0.2 Describe how the local community is part of a larger region. 2 – G4.0.3 Use components of culture to describe diversity in the local community.	Unit 1 Unit 2	

	Examples may include but are not limited to: foods, language, religion, traditions. 2 – C1.0.1 Explain why people form governments.		
Section 1: What is a family?	2 – G4.0.3 Use components of culture to describe diversity in the local community.	Unit 1 Lesson 1 Unit 1 Lesson 2	
Section 2: How are communities alike?	2 – G2.0.2 Describe how the local community is part of a larger region.	Unit 1 Lesson 3 Unit 1 Lesson 4	
Section 3: How are communities different?	2 – C1.0.1 Explain why people form governments.	Unit 1 Lesson 4 Unit 1 Lesson 5	
Chapter 2 - What are some ways people interact with the natural characteristics of their community?	2 – G1.0.1 Construct maps of the local community that contain symbols, labels, and legends denoting human and physical characteristics of place. 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. 2 – G1.0.3 Use maps to describe the location of the local community within the state of Michigan in relation to other significant places in the state. Examples may include but are not limited to: next to, near, between, cardinal directions, comparison.	Unit 2	

	2 – G2.0.1 Compare the physical and human characteristics of the local community with those of another community. 2 – G2.0.2 Describe how the local community is part of a larger region. Examples may include but are not limited to: county, metropolitan area, tribal reservation, state. 2 – G4.0.1 Describe land use in the community. Examples may include but are not limited to: where people live, where services are provided, where products are made, where people play, where people interact with the land. 2 – G4.0.2 Describe the means people create for moving people, goods, and ideas within the local community. 2 – G4.0.3 Use components of culture to describe diversity in the local community. Examples may include but are not limited to: foods, language, religion, traditions.		
Section 1: How can we show where things are located inside places?	2 – G1.0.1 Construct maps of the local community that contain symbols, labels, and legends denoting human and physical characteristics of place.	Unit 2 Lesson 1 Unit 2 Lesson 2 Unit 2 Lesson 3	

	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. 2 – G1.0.3 Use maps to describe the location of the local community within the state of Michigan in relation to other significant places in the state. Examples may include but are not limited to: next to, near, between, cardinal directions, comparison.		
Section 2: How can we show where things are located inside communities?	2 – G1.0.3 Use maps to describe the location of the local community within the state of Michigan in relation to other significant places in the state.	Unit 2 Lesson 3 Unit 2 Lesson 4 Unit 2 Lesson 5	
Section 3: How can we compare communities?	2 – G4.0.3 Use components of culture to describe diversity in the local community. 2 – G5.0.1 Suggest ways people can responsibly interact with the environment in the local community. 2 – G5.0.2 Describe positive and negative consequences of changing the physical environment of the local community.	Unit 2 Lesson 9	
Chapter 3 - How do people work together in a community?	2 – E1.0.1 Identify the opportunity cost involved in a	Unit 4	

	consumer decision. 2 – E1.0.2 Describe how businesses in the local community meet economic wants of consumers. 2 – E1.0.3 Describe the natural, human, and capital resources needed for production of a good or service in a community. 2 – E1.0.4 Use examples to show that people cannot produce everything they want (specialization) and depend on trade with others to meet their wants (interdependence). 2 – E1.0.5 Utilize a decision-making process to analyze the benefits and costs of a personal decision.		
Section 1: What is scarcity?	2 – E1.0.1 Identify the opportunity cost involved in a consumer decision. 2 – E1.0.2 Describe how businesses in the local community meet economic wants of consumers.	Unit 4 Lesson 1 Unit 4 Lesson 2	
Section 2: How can people make good choices?	2 – E1.0.1 Identify the opportunity cost involved in a consumer decision.	Unit 4 Lesson 2	
Section 3: How do people use resources to make goods?	2 – E1.0.3 Describe the natural, human, and capital resources needed for production of a good or service in a community.	Unit 4 Lesson 3 Unit 4 lesson 4 Unit 4 Lesson 5 Unit 4 Lesson 6	

	2 – E1.0.4 Use examples to show that people cannot produce everything they want (specialization) and depend on trade with others to meet their wants (interdependence). 2 – E1.0.5 Identify the benefits and costs of making various personal decisions.		
Chapter 4 - How do people get along together in a community?	2 – C1.0.1 Explain why people form governments. 2 – C1.0.2 Distinguish between government action and private action. Examples may include but are not limited to: city snowplows clearing roads (government action), clearing the snow on your sidewalk or driveway (private action). 2 – C2.0.1 Explain how local governments balance individual rights with the common good to solve local community problems. 2 – C2.0.2 Describe how the Pledge of Allegiance reflects the Democratic Value of patriotism. Examples may include but are not limited to: promoting unity and patriotism. 2 – C3.0.1 Give examples of how local governments make, enforce, and interpret laws (ordinances) in the local community. 2 – C3.0.2 Use examples to	Unit 3	

	describe how local government affects the lives of people in a community. Examples may include but are not limited to: setting speed limits to promote safety, putting up traffic lights, clearing roads, monitoring water quality, removing unsafe buildings. 2 – C3.0.3 Identify services commonly provided by local governments. Examples may include but are not limited to: setting speed limits to promote safety, putting up traffic lights, clearing roads, monitoring water quality, removing unsafe buildings. 2 – C5.0.1 Identify ways in which people participate in community decisions. 2 – C5.0.2 Distinguish between personal and civic responsibilities and explain why they are important in community life. Examples may include but are not limited to: taking care of your dog, recycling, caring for family members (personal responsibility), getting a dog license, putting recycling in the appropriate place, serving on a jury (civic responsibility). 2 – C5.0.3 Design and participate in community improvement projects that help or inform others.		
Section 1: Why do people need	2 – C1.0.1 Explain why people	Unit 3 Lesson 1	

community governments?	form governments. 2 – C1.0.2 Distinguish between government action and private action. 2 – C2.0.1 Explain how local governments balance individual rights with the common good to solve local community problems.	Unit 3 Lesson 2	
Section 2: What do community governments do?	2 – C3.0.2 Use examples to describe how local government affects the lives of its citizens. 2 – C3.0.3 Identify services commonly provided by local governments.	Unit 3 Lesson 3 Unit 3 Lesson 4	
Section 3: How are community governments organized?	2 – C5.0.1 Identify ways citizens participate in community decisions. 2 – C5.0.2 Distinguish between personal and civic responsibilities and explain why they are important in community life. 2 – C5.0.3 Design and participate in community improvement projects that help or inform others.	Unit 3 Lesson 4 Unit 3 Lesson 5 Unit 3 Lesson 6	
Chapter 5 - History	2 – H2.0.1 Demonstrate chronological thinking by distinguishing among years and decades using a timeline of local community events. 2 – H2.0.2 Examine different perspectives of the same event in a community and explain how and why they are different. 2 – H2.0.3 Explain how individuals and groups have made	Unit 5	

	significant historical changes. 2 – H2.0.4 Describe changes in the local community over time. Examples may include but are not limited to: types of businesses, architecture and landscape, jobs, transportation, population. 2 – H2.0.5 Describe how community members responded to a problem in the past. Examples may include but are not limited to: natural disasters, factories closing, poverty, homelessness, closing of military bases, environmental issues. 2 – H2.0.6 Construct a historical narrative about the history of the local community from a variety of sources. Examples may include but are not limited to: data gathered from local residents, artifacts, photographs.		
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