

Grade 2, Unit 1

Lesson 1 How do we learn family history?

All About My Ancestor Rubric (p. 4T4)

Use the following rubric to score children's work:

4	Child actively participates in the activity. Child successfully completes all of the questions on the interview handout.
3	Child participates in most of the activity. Child completes most of the questions on the interview handout.
2	Child participates, with encouragement, in the activity. Child completes some of the questions on the interview handout.
1	Child participates minimally in the activity. Child completes a few of the questions on the interview handout.

Lesson 2 How is life different today?

When You Were My Age... Booklet Rubric (p. 8T3)

Children's booklets should compare and contrast the activities, likes, and dislikes of the adult they interviewed with their own. Use the following rubric to score children's work:

4	Child actively participates in activity. Child successfully completes the questions and the interview in the booklet and draws detailed illustrations related to the topics. The overall quality of the booklet is excellent.
3	Child participates in activity. Child completes the questions and the interview in the booklet and draws illustrations related to the topics. The overall quality of the booklet is good.
2	Child participates, with encouragement, in activity. Child completes most of the questions and the interview in the booklet and draws illustrations somewhat related to the topics. The overall quality of the booklet is fair.
1	Child participates minimally in activity. Child completes a few of the questions and some of the interview in the booklet and draws illustrations unrelated to the topics. The overall quality of the booklet is poor.

Grade 2, Unit 1 (continued)

Lesson 3 How can we put events in order?

Major Events of My Life Time Line Rubric (p. 12T3–T4)

Use the following rubric to score children's work:

4	Child actively participates in all elements of the activity. Child successfully completes the handout and accurately plots his or her life events on a time line.
3	Child participates in most elements of the activity. Child completes the handout and accurately plots his or her life events on a time line with minimal assistance.
2	Child participates, with encouragement, in some elements of the activity. Child partially completes the handout and accurately plots his or her life events on a time line with assistance.
1	Child participates minimally in the activity. Child does not complete the handout and is unable to accurately plot his or her life events on a time line without full assistance.

Grade 2, Unit 2

Lesson 1 How can we locate places?

Community Grid handout (p. 16T4)

School: C-3

Hospital: D-4

Fire Station: B-2

Grocery Store: E-3

Police Station: A-1

Gas Station: D-1

Bakery: A-4

Lesson 2 What does a map show?

North America Map handout (p. 20T3)

Children's maps should include the following labels, as well as the map legend and compass rose:

- United States
- Canada
- Mexico
- Pacific Ocean
- Atlantic Ocean
- Lake Ontario
- Rocky Mountains
- Appalachian Mountains
- Lake Huron
- Lake Michigan
- Arctic Ocean
- Columbia River
- Colorado River
- Mississippi River
- Missouri River
- Ohio River
- Rio Grande
- Lake Superior
- Lake Erie

Grade 2, Unit 2 (continued)

Lesson 3 Where did my family come from?

My Family Rubric (p. 24T4)

Children should use responses from the *Family Interview Questions* handout (p. 24T3) to complete the information handout. Use the following rubric to score children's work:

4	Child actively participates in the activity. Child accurately completes all the questions on the handout.
3	Child participates in the activity. Child accurately completes most of the questions on the handout.
2	Child participates, with encouragement, in the activity. Child accurately completes some of the questions on the handout.
1	Child participates minimally in the activity. Child accurately completes few or none of the questions on the interview handout.

Lesson 4 How do people use land?

Flip Book Rubric (p. 28T2)

Children's flip books should include written clues about urban, suburban, and rural environments, and include an illustration of each. Use the following rubric to score children's work:

4	Child actively participates in all elements of the activity. Child easily follows teacher directions. The flip book is accurate, colorful, and neat.
3	Child participates in most elements of the activity. Child follows teacher directions. The flip book is mostly accurate and neat.
2	Child participates in some elements of the activity. Child somewhat follows teacher directions. The flip book is somewhat accurate and neat.
1	Child participates, with encouragement, in a few elements of the activity. Child has difficulty following teacher directions. The flip book is inaccurate and not neat.

Grade 2, Unit 3

Lesson 1 What do governments do?

Three Branches of Government handout (p. 32T4)

Children’s collages should have labels placed near the following buildings:

Capitol Building (left-hand image)

*Congress works here.
We make laws.
The House of Representatives
The Senate*

White House (center image)

*The President works here.
We use the laws to lead the country.
The Vice-President*

Supreme Court Building (right-hand image)

*The Supreme Court works here.
We judge the laws.*

The Branches of Our Government Collage Rubric (p. 32T4)

Use the following rubric to score children’s work:

4	Child places all of the word box labels near the appropriate buildings.
3	Child places most of the word box labels near the appropriate buildings.
2	Child places some of the word box labels near the appropriate buildings.
1	Child places a few or none of the word box labels near the appropriate buildings.

Grade 2, Unit 3 (continued)

Lesson 2 How do people solve problems?

How Nations Act Together handout (p. 36T3)

Children's labels should be placed in the following rows:

Trade

Other countries import coffee from Mexico.
Oil is imported from the United Arab Emirates.
The local grocery store sells cheese imported from France.

Arts and Entertainment

The Vienna (Austria) Boys Choir sings at several concerts in the United States.
The Moscow (Russia) Ballet visits the United States.
An exhibit of paintings from the Louvre museum (Paris, France) travels worldwide.

Treaties

The United States and Japan sign a trade agreement.
Several countries agree to use the same form of money.
Countries involved in space exploration agree not to use space for military use.

Diplomacy

A country sends diplomats to other countries.
An embassy helps people travel among countries.
The United Nations is asked to help with a disagreement between two countries.

Military Force

Our country sends its tanks and soldiers into another country.
World War II
One country uses its planes, ships, and submarines to close another country's harbors.

Nations Chart Rubric (p. 36T2)

Use the following rubric to score children's work:

4	Child actively participates in the class discussion. Child places all of the labels in the correct rows.
3	Child participates in the class discussion. Child places most of the labels in the correct rows.
2	Child participates, with encouragement, in the class discussion. Child is able to place some of the labels in the correct rows with assistance.
1	Child participates minimally in the class discussion. Child is not able to place the labels in the correct rows without full assistance.

Grade 2, Unit 4

Lesson 1 How do people grow and use food?

Chart and Diagram Rubric (p. 40T2)

Use the following rubric to score children's work:

4	Child actively participates in all elements of the activity.
3	Child participates in most elements of the activity.
2	Child participates in some elements of the activity.
1	Child participates in few or no elements of the activity.

Lesson 2 Who are buyers and sellers?

Producer and Consumer Rubric (p. 44T2)

Children should be able to explain their reasons for buying or not buying the products and services. Use the following rubric to score children's work:

4	Child actively participates in all elements of the activity and is cooperative and helpful when working with others.
3	Child participates in most elements of the activity and is generally cooperative and helpful when working with others.
2	Child participates, with encouragement, in some elements of the activity and may have difficulty cooperating when working with others.
1	Child participates in few or no elements of the activity and has difficulty cooperating when working with others.

Grade 2, Unit 4 (continued)

Lesson 3 How do people use resources?

Impact of Insufficient Resources Rubric (p. 48T4)

Children’s charts should demonstrate an understating of the impact of insufficient resources on producers and consumers. Use the following rubric to score children’s work:

4	Child actively participates in the brainstorming sessions. Child’s chart includes many accurate examples.
3	Child participates in the brainstorming sessions. Child’s chart includes accurate examples.
2	Child participates, with encouragement, in the brainstorming sessions. Child’s chart includes minimal or inaccurate examples.
1	Child participates minimally in the brainstorming sessions. Child’s chart includes few or no accurate examples.

Grade 2, Unit 5

Lesson 1 How do heroes make a difference?

Hero Word Web Rubric (p. 52T3)

Children’s word webs should demonstrate an understanding of the attributes of heroes.
Use the following rubric to score children’s work:

4	Child actively participates in all elements of the activity. Word web includes many accurate details.
3	Child participates in most elements of the activity. Word web includes accurate details.
2	Child participates in some elements of the activity. Word web includes minimal or inaccurate details.
1	Child participates, with encouragement, in a few elements of the activity. Word web includes few or no accurate details.