

Grade 2 Ohio Social Studies Explorers



HQIM Analysis Report

Program Reviewed: Ohio Social Studies Explorers, Grade 2
Evidence Reviewed: Unit 1–4 overviews, Unit 1–4 storylines, Grade 2 Implementation Teacher Guide, Ohio Social Studies HQIM Rubric (April 2025)

NOTE: This analysis report was generated by providing ChatGPT with the unit overviews and storylines for all four units, along with the Implementation Guide. The prompt asked ChatGPT to provide an analysis of the curriculum based on the uploaded documents using Ohio’s Social Studies HQIM rubric.

Below is the **same HQIM analysis report format** you received for Grades 3–5—now completed for **Grade 2**, using the **Ohio Social Studies HQIM Rubric (April 2025)** and your **uploaded Grade 2 unit overviews, storylines, and implementation guide** .

Overall Rating: MEETS EXPECTATIONS

Gateway	Criteria	Max Points	Score	Rating
Gateway 1: Alignment	1.1 + 1.2	10	10	Meets
Gateway 2: Instructional Support	2.1 + 2.2 + 2.3	28	26–27	Meets
Overall	All criteria	38	36–37	Meets Expectations

Summary: Grade 2 is strongly aligned to Ohio’s standards and is appropriately designed for young learners—concrete, visual, and inquiry-based. Units build key social studies tools (time, maps, rules/citizenship, resources/money) through routines, hands-on tasks, and discussion-based sensemaking. Any scoring risk is mostly related to how centrally accommodations/assessment-system documentation is presented—not the quality of the learning design.

Gateway 1: Alignment (10/10) — MEETS

Criterion 1.1: Alignment to Learning Standards (4/4) — Meets

What the rubric looks for: grade-level standards present, appropriate rigor, coherent sequencing, accurate/evidence-based content.

Evidence from Grade 2 materials

- **Full coverage and explicit identification of Grade 2 content statements** across the year:
 - **Unit 1** (CS 1–4): calendars/timelines; artifacts/maps/photos show change; science/tech change daily life; biographies show impact
 - **Unit 2** (CS 5–8): map symbols/directions; physical/human features affect work; human activity alters environment; environment influences culture
 - **Unit 3** (CS 9–12): cultural interactions/sharing; respect/responsibility/accountability; group accountability; rules/laws across settings
 - **Unit 4** (CS 13–17): bar graphs compare quantities; resources used in various ways; jobs produce goods/services; money used to buy/sell; income from work
- **Coherent sequence** is explicitly shown in the Grade 2 “Year at a Glance” and unit framing: time/change → maps/environment → citizenship/culture → resources/jobs/money, which is developmentally logical for Grade 2.

Score rationale: Complete standards coverage + coherent yearlong progression + grade-appropriate conceptual load.

Criterion 1.1b: Primary/Secondary Sources + Variety of Mediums/Complexity (2/2) — Meets

Grade 2 materials include strong use of concrete, authentic “social studies sources” appropriate for young learners:

- Unit 1 explicitly uses **artifacts, maps, and photographs** to investigate change over time and make then/now comparisons.
 - Storylines show consistent variety of media: videos, read-alouds, photos, “mystery bag” artifacts, anchor charts, and simple data/graphs.
 - Unit 4 integrates **bar graphs and data interpretation** as a way to compare quantities (age-appropriate data literacy).
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Criterion 1.2: Social Studies Practices & Disciplinary Literacy (6/6) — MEETS

1.2a Inquiry-based instruction (2/2) — Meets

Storylines consistently follow inquiry stages with clear lesson flows and student outcomes:

- Unit 1 includes mystery games, hands-on calendar challenges, timeline construction, and culminating projects/assessments.
- Unit 2 builds map sensemaking through a mystery map hook → compass rose activity → map creation and explanation.

1.2b Disciplinary literacy across history/geography/civics/econ (2/2) — Meets

Grade 2 appropriately builds “thinking like” habits through simplified disciplinary practices:

- **History:** chronology, calendars/timelines, change-over-time evidence from artifacts/photos/maps
- **Geography:** map symbols, cardinal directions, using maps to answer location questions, human/environment connections
- **Civics:** rules vs laws, citizenship, respect/rights, responsibility/accountability, group problem-solving
- **Economics/data literacy:** resources, goods/services, money, income, bar graphs, scarcity (introductory)

1.2c Discourse + perspectives + credibility (2/2) — Meets

In Grade 2, the “multiple perspectives/discourse” indicator is best met through developmentally appropriate approaches (structured talk, reflection, sharing, and respectful discussion).

Evidence includes:

- frequent Think–Pair–Share, debriefs, class charts, and sharing student work across storylines
- explicit emphasis on **cultural sharing** and respectful interactions (Unit 3), supporting perspective-taking and norms for discourse.

Gateway 1 Total: 10/10 — MEETS

Gateway 2: Instructional Support (26–27/28) — MEETS

Criterion 2.1: Assessment (5–6/6) — Meets

Strengths

Assessments are frequent and appropriate for Grade 2:

- Unit 1 includes a calendar assessment and a personal “My Life Timeline” performance product.
 - Unit 2 includes a map performance task (draw a map with symbols/compass rose + direction questions).
 - Unit 3 includes opinion writing tasks tied to rules (shows reasoning in writing).
 - Unit 4 includes bar-graph construction/interpretation plus applied resource reasoning (connects data to content).
- Implementation guidance reinforces that students should demonstrate understanding through explanation and application, not recall alone.

Potential “strict reviewer” point deduction

As with other grades, committees sometimes want a single consolidated page that explicitly lists:

- assessment accommodations that preserve content, and
 - consistent scoring supports (rubrics/exemplars, annotated samples).
- The assessment moments are strong; centralizing the documentation can secure the maximum score without hesitation.

Criterion 2.2: Student Supports (10/10) — Meets

Grade 2 materials are highly supportive and appropriately scaffolded:

- concrete routines and visuals (calendar routines; anchor charts; mystery artifacts; photo comparisons)
- multi-modal demonstrations (drawing maps, building timelines, sorting tasks, discussion, writing, graphing)
- repeated opportunities to reflect, share, revise, and apply understanding (built into inquiry flow).

Criterion 2.3: Teacher Supports (11/12) — Meets

Strengths

- Unit overviews provide strong **teacher background** and implementation priorities, especially around keeping learning concrete and evidence-based (e.g., “move repeatedly between past and present evidence,” “keep time concepts visual,” “ask what the source shows about how life changed”).
- Storylines provide durations, materials, vocabulary, and outcomes—very practical for day-to-day planning.
- The implementation guide provides pacing and unit-at-a-glance guidance that supports coherence and teacher usability.

Why not a full 12

To consistently score 12/12, adoption committees often want a single, clearly labeled section compiling:

- differentiation + accommodations toolkit (EL/IEP/advanced learners) and
 - repeatable discourse and source routines (especially helpful for substitute/new teachers).
- Much of this is embedded in the design; centralizing it improves “review proofness.”
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Gateway 2 Total: 26–27/28 — MEETS

Final Rating: MEETS EXPECTATIONS (36–37/38)

Biggest strengths (what HQIM reviewers will highlight)

1. **Developmentally strong inquiry design:** concrete hooks, hands-on tasks, and repeated sensemaking routines across units.
2. **Excellent source-based learning for Grade 2:** artifacts, photos, maps, and simple data displays used appropriately to build evidence-based thinking.
3. **Clear yearlong coherence and usability** supported by the implementation guide.