

## Grade 2 Social Studies GSE Learning Map

**Prioritized Standard: SS2CG1 Define the concept of government and the need for rules and laws. *Geography***

Proficiency Scale	
4.0	<p><b>In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught. For example, the student will:</b></p> <p><b><u>Learning Target 1:</u></b> Explain the need for rules and laws and how laws impact people</p>
3.5	In addition to score 3.0 performance, partial success at score 4.0 content
3.0	<p><b>The student will</b></p> <p><b><u>Learning Target 1:</u></b> Define the concept of government and the need for rules and laws</p> <p><b>The student exhibits no major errors or omissions.</b></p>
2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0
2.0	<p><b>There are no major errors or omissions regarding the simpler details and processes.</b></p> <p><b>The student will recognize or recall specific vocabulary:</b></p> <p><b><u>Learning Target 1:</u></b> government, rules, laws</p> <p><b>The student will perform basic processes:</b></p> <p><b><u>Learning Target 2:</u></b> Identify reasons why people need rules and laws  <b><u>Learning Target 3:</u></b> Identify who make rules and laws</p> <p><b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b></p>
1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content
1.0	With help, partial success at score 2.0 and score 3.0
0.5	With help, partial success at score 2.0 content but not at score 3.0 content
0.0	Even with help, no success

## Grade 2 Social Studies GSE Learning Map

**Prioritized Standard: SS2E1 Explain that because of scarcity, people must make choices that result in opportunity costs. *Economics***

Proficiency Scale	
4.0	<p><b>In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught. For example, the student will:</b></p> <p><b><u>Learning Target 1:</u></b> Relate scarcity and opportunity costs to a real-world situation</p>
3.5	In addition to score 3.0 performance, partial success at score 4.0 content
3.0	<p><b>The student will</b></p> <p><b><u>Learning Target 1:</u></b> Explain that because of scarcity, people must make choices that result in opportunity costs</p> <p><b>The student exhibits no major errors or omissions.</b></p>
2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0
2.0	<p><b>There are no major errors or omissions regarding the simpler details and processes.</b></p> <p><b>The student will recognize or recall specific vocabulary:</b></p> <p><b><u>Learning Target 1:</u></b> scarcity, opportunity costs, choices</p> <p><b>The student will perform basic processes:</b></p> <p><b><u>Learning Target 2:</u></b> Identify examples of scarcity  <b><u>Learning Target 3:</u></b> Identify examples of opportunity costs</p> <p><b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b></p>
1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content
1.0	With help, partial success at score 2.0 and score 3.0
0.5	With help, partial success at score 2.0 content but not at score 3.0 content
0.0	Even with help, no success

## Grade 2 Social Studies GSE Learning Map

**Prioritized Standard: SS2E2 Identify some ways in which goods and services are allocated (such as: price, majority rule, contests, force, sharing, lottery, authority, first-come-first-served, and personal characteristics). *Economics***

Proficiency Scale	
4.0	<p><b>In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught. For example, the student will:</b></p> <p><b><u>Learning Target 1:</u></b> Evaluate the causes that effect the price of goods and services</p>
3.5	In addition to score 3.0 performance, partial success at score 4.0 content
3.0	<p><b>The student will</b></p> <p><b><u>Learning Target 1:</u></b> Identify some ways in which goods and services are allocated (such as: price, majority rule, contests, force, sharing, lottery, authority, first-come-first-served, and personal characteristics)</p> <p><b>The student exhibits no major errors or omissions.</b></p>
2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0
2.0	<p><b>There are no major errors or omissions regarding the simpler details and processes.</b></p> <p><b>The student will recognize or recall specific vocabulary:</b></p> <p><b><u>Learning Target 1:</u></b> goods, services, allocation, majority rule, lottery, authority, first-come-first-served</p> <p><b>The student will perform basic processes:</b></p> <p><b><u>Learning Target 2:</u></b> Recognize different ways people obtain goods and services</p> <p><b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b></p>
1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content
1.0	With help, partial success at score 2.0 and score 3.0
0.5	With help, partial success at score 2.0 content but not at score 3.0 content
0.0	Even with help, no success

## Grade 2 Social Studies GSE Learning Map

**Prioritized Standard: SS2E3 Explain that people usually use money to obtain the goods and services they want and explain how money makes trade easier than barter. *Economics***

Proficiency Scale	
4.0	<p><b>In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught. For example, the student will:</b></p> <p><b><u>Learning Target 1:</u></b> Research a time in history when bartering was more common than using money and explain why</p>
3.5	In addition to score 3.0 performance, partial success at score 4.0 content
3.0	<p><b>The student will</b></p> <p><b><u>Learning Target 1:</u></b> Explain that people usually use money to obtain the goods and services they want</p> <p><b><u>Learning Target 2:</u></b> Explain how money makes trade easier than barter</p> <p><b>The student exhibits no major errors or omissions.</b></p>
2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0
2.0	<p><b>There are no major errors or omissions regarding the simpler details and processes.</b></p> <p><b>The student will recognize or recall specific vocabulary:</b></p> <p><b><u>Learning Target 1:</u></b> money, barter, trade, goods, services</p> <p><b>The student will perform basic processes:</b></p> <p><b><u>Learning Target 2:</u></b> Identify situations where money is used to obtain goods and services</p> <p><b><u>Learning Target 3:</u></b> Identify situations where bartering is used to obtain goods and services</p> <p><b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b></p>
1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content
1.0	With help, partial success at score 2.0 and score 3.0
0.5	With help, partial success at score 2.0 content but not at score 3.0 content
0.0	Even with help, no success

## Grade 2 Social Studies GSE Learning Map

**Prioritized Standard: SS2E4 Describe the costs and benefits of personal saving and spending choices. *Economics***

Proficiency Scale	
4.0	<p><b>In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught. For example, the student will:</b></p> <p><b><u>Learning Target 1:</u></b> Explain the benefits of long term vs. short term spending and saving</p>
3.5	In addition to score 3.0 performance, partial success at score 4.0 content
3.0	<p><b>The student will</b></p> <p><b><u>Learning Target 1:</u></b> Describe the costs and benefits of personal saving choices  <b><u>Learning Target 2:</u></b> Describe the costs and benefits of personal spending choices</p> <p><b>The student exhibits no major errors or omissions.</b></p>
2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0
2.0	<p><b>There are no major errors or omissions regarding the simpler details and processes.</b></p> <p><b>The student will recognize or recall specific vocabulary:</b></p> <p><b><u>Learning Target 1:</u></b> spending, saving, costs, benefits, choices</p> <p><b>The student will perform basic processes:</b></p> <p><b><u>Learning Target 2:</u></b> Identify the costs and benefits of personal saving choices  <b><u>Learning Target 3:</u></b> Identify the costs and benefits of personal spending choices</p> <p><b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b></p>
1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content
1.0	With help, partial success at score 2.0 and score 3.0
0.5	With help, partial success at score 2.0 content but not at score 3.0 content
0.0	Even with help, no success

## Grade 2 Social Studies GSE Learning Map

**Prioritized Standard: SS2G1.a Locate and compare major topographical features of Georgia and describe how these features define Georgia's surface. Locate and compare the geographic regions of Georgia: Blue Ridge, Piedmont, Coastal Plain, Ridge and Valley, and Appalachian Plateau. *Geography***

Proficiency Scale	
4.0	<p><b>In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught. For example, the student will:</b></p> <p><b><u>Learning Target 1:</u></b> Research important facts about each of the five geographic regions</p>
3.5	In addition to score 3.0 performance, partial success at score 4.0 content
3.0	<p><b>The student will</b></p> <p><b><u>Learning Target 1:</u></b> Locate and compare the geographic regions of Georgia: Blue Ridge, Piedmont, Coastal Plain, Ridge and Valley, and Appalachian Plateau</p> <p><b>The student exhibits no major errors or omissions.</b></p>
2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0
2.0	<p><b>There are no major errors or omissions regarding the simpler details and processes.</b></p> <p><b>The student will recognize or recall specific vocabulary:</b></p> <p><b><u>Learning Target 1:</u></b> mountain, piedmont, coast, valley, ridge, plateau, regions</p> <p><b>The student will perform basic processes:</b></p> <p><b><u>Learning Target 2:</u></b> Identify the five geographic regions of Georgia</p> <p><b><u>Learning Target 3:</u></b> Describe the physical features of the five geographical regions</p> <p><b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b></p>
1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content
1.0	With help, partial success at score 2.0 and score 3.0
0.5	With help, partial success at score 2.0 content but not at score 3.0 content
0.0	Even with help, no success

## Grade 2 Social Studies GSE Learning Map

**Prioritized Standard: SS2G2.b Describe the cultural and geographic systems associated with the historical figures in SS2H1 and Georgia’s Creek and Cherokee in SS2H2. Describe how each historic figure and the Creek and Cherokee adapted to and were influenced by their environments. *Geography***

Proficiency Scale	
4.0	<p><b>In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught. For example, the student will:</b></p> <p><b><u>Learning Target 1:</u></b> Compare and contrast the historic figures, including the Creek and Cherokee, and how they adapted to and were influenced by their environments</p>
3.5	In addition to score 3.0 performance, partial success at score 4.0 content
3.0	<p><b>The student will</b></p> <p><b><u>Learning Target 1:</u></b> Describe how each historic figure and the Creek and Cherokee adapted to their environments  <b><u>Learning Target 2:</u></b> Describe how each historic figure and the Creek and Cherokee were influenced by their environments</p> <p><b>The student exhibits no major errors or omissions.</b></p>
2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0
2.0	<p><b>There are no major errors or omissions regarding the simpler details and processes.</b></p> <p><b>The student will recognize or recall specific vocabulary:</b></p> <p><b><u>Learning Target 1:</u></b> environment, culture, geography, influence</p> <p><b>The student will perform basic processes:</b></p> <p><b><u>Learning Target 2:</u></b> Identify how James Oglethorpe, Tomochichi, Mary Musgrove, and Sequoyah adapted to and were influenced by their environment  <b><u>Learning Target 3:</u></b> Identify how Jackie Robinson and Martin Luther King, Jr. adapted to and were influenced by their environment  <b><u>Learning Target 4:</u></b> Identify how Juliette Gordon Low adapted to and were influenced by their environment  <b><u>Learning Target 5:</u></b> Determine how Jimmy Carter adapted to and were influenced by their environment</p> <p><b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b></p>
1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content
1.0	With help, partial success at score 2.0 and score 3.0
0.5	With help, partial success at score 2.0 content but not at score 3.0 content
0.0	Even with help, no success

## Grade 2 Social Studies GSE Learning Map

**Prioritized Standard: SS2H1.a Describe the lives and contributions of historical figures in Georgia history. James Oglethorpe, Tomochichi, and Mary Musgrove (founding of Georgia) *Historical Understandings***

Proficiency Scale	
4.0	<p><b>In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught. For example, the student will:</b></p> <p><b><u>Learning Target 1:</u></b> Explain what the world may look like today if James Oglethorpe, Tomochichi, and Mary Musgrove had not contributed to Georgia history</p>
3.5	In addition to score 3.0 performance, partial success at score 4.0 content
3.0	<p><b>The student will</b></p> <p><b><u>Learning Target 1:</u></b> Describe the lives and contributions of historical figures in Georgia history. James Oglethorpe, Tomochichi, and Mary Musgrove (founding of Georgia)</p> <p><b>The student exhibits no major errors or omissions.</b></p>
2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0
2.0	<p><b>There are no major errors or omissions regarding the simpler details and processes.</b></p> <p><b>The student will recognize or recall specific vocabulary:</b></p> <p><b><u>Learning Target 1:</u></b> contributions, colony, founder, interpreter, translator, chief, trader</p> <p><b>The student will perform basic processes:</b></p> <p><b><u>Learning Target 2:</u></b> Identify the contributions made by the historic figure: James Oglethorpe  <b><u>Learning Target 3:</u></b> Identify the contributions made by the historic figure: Tomochichi  <b><u>Learning Target 4:</u></b> Identify the contributions made by the historic figure: Mary Musgrove</p> <p><b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b></p>
1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content
1.0	With help, partial success at score 2.0 and score 3.0
0.5	With help, partial success at score 2.0 content but not at score 3.0 content
0.0	Even with help, no success



## Grade 2 Social Studies GSE Learning Map

**Prioritized Standard: SS2H1.b Describe the lives and contributions of historical figures in Georgia history. Sequoyah (development of a Cherokee alphabet) *Historical Understandings***

Proficiency Scale	
4.0	<p><b>In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught. For example, the student will:</b></p> <p><b><u>Learning Target 1:</u></b> Compare and contrast the life and contributions of Sequoyah to another historical figure in Georgia history</p>
3.5	In addition to score 3.0 performance, partial success at score 4.0 content
3.0	<p><b>The student will</b></p> <p><b><u>Learning Target 1:</u></b> Describe the life and contributions of historical figures in Georgia History: Sequoyah (development of a Cherokee alphabet)</p> <p><b>The student exhibits no major errors or omissions.</b></p>
2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0
2.0	<p><b>There are no major errors or omissions regarding the simpler details and processes.</b></p> <p><b>The student will recognize or recall specific vocabulary:</b></p> <p><b><u>Learning Target 1:</u></b> alphabet, syllabary, newspaper</p> <p><b>The student will perform basic processes:</b></p> <p><b><u>Learning Target 2:</u></b> Identify the contributions made by historical figure: Sequoyah</p> <p><b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b></p>
1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content
1.0	With help, partial success at score 2.0 and score 3.0
0.5	With help, partial success at score 2.0 content but not at score 3.0 content
0.0	Even with help, no success

## Grade 2 Social Studies GSE Learning Map

**Prioritized Standard: SS2H2 Describe the Georgia Creek and Cherokee cultures of the past in terms of tools, clothing, homes, ways of making a living, and accomplishments. *Historical Understandings***

Proficiency Scale	
4.0	<p><b>In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught. For example, the student will:</b></p> <p><b><u>Learning Target 1:</u></b> Compare and contrast the Creek and Cherokee cultures of the past to life in Georgia today in terms of tools, clothing, homes, and ways of making a living</p>
3.5	In addition to score 3.0 performance, partial success at score 4.0 content
3.0	<p><b>The student will</b></p> <p><b><u>Learning Target 1:</u></b> Describe the Georgia Creek and Cherokee cultures of the past in terms of tools, clothing, homes, ways of making a living, and accomplishments</p> <p><b><u>Learning Target 2:</u></b> Compare and contrast the Georgia Creek and Cherokee cultures of the past to those of Georgians today</p> <p><b>The student exhibits no major errors or omissions.</b></p>
2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0
2.0	<p><b>There are no major errors or omissions regarding the simpler details and processes.</b></p> <p><b>The student will recognize or recall specific vocabulary:</b></p> <p><b><u>Learning Target 1:</u></b> culture, tools, clothing, “making a living”, accomplishments, stereotype</p> <p><b>The student will perform basic processes:</b></p> <p><b><u>Learning Target 2:</u></b> Identify the Georgia Creek and Cherokee cultures of the past in terms of tools and clothing</p> <p><b><u>Learning Target 3:</u></b> Identify the Georgia Creek and Cherokee cultures of the past in terms of homes and ways of making a living</p> <p><b><u>Learning Target 4:</u></b> Identify the Georgia Creek and Cherokee cultures of the past in terms of accomplishments</p> <p><b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b></p>
1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content
1.0	With help, partial success at score 2.0 and score 3.0
0.5	With help, partial success at score 2.0 content but not at score 3.0 content
0.0	Even with help, no success