

## **Second Grade**

### **Georgia, My State**

In second grade, the various social studies strands become interwoven with the historical strand. The history strand focuses on important historical figures in Georgia and the Muscogee (Creek) and Cherokee cultures in Georgia. The geography strand emphasizes the geography of Georgia and relates to the historical study. In addition to the positive character traits of the individuals and groups in the historical strand, the basic concept of government is also introduced. Basic economics concepts continue to be introduced.

### **Historical Understandings**

**SS2H1 Describe the lives and contributions of historical figures in Georgia history.**

- a. James Oglethorpe, Tomochichi, and Mary Musgrove (founding of Georgia)
- b. Sequoyah (development of a Cherokee alphabet)
- c. Jackie Robinson (sportsmanship and civil rights)
- d. Martin Luther King, Jr. (civil rights)
- e. Juliette Gordon Low (Girl Scouts and leadership)
- f. Jimmy Carter (leadership and human rights)

**SS2H2 Describe the Georgia Muscogee (Creek) and Cherokee cultures of the past in terms of tools, clothing, homes, ways of making a living, and accomplishments.**

- a. Compare and contrast the Georgia Muscogee (Creek) and Cherokee cultures of the past to those of Georgians today.

### **Geographic Understandings**

**SS2G1 Locate and compare major topographical features of Georgia and describe how these features define Georgia's surface.**

- a. Locate and compare the geographic regions of Georgia: Blue Ridge, Piedmont, Coastal Plain, Ridge and Valley, and Appalachian Plateau.
- b. Locate on a physical map the major rivers: Savannah, Flint, and Chattahoochee.

## **Social Studies Georgia Standards of Excellence**

**SS2G2 Describe the cultural and geographic systems associated with the historical figures in SS2H1 and Georgia’s Muscogee (Creek) and Cherokee in SS2H2.**

- a. Identify specific locations significant to the life and times of each historic figure, and the Muscogee (Creek) and Cherokee, on a political or physical map.
- b. Describe how each historic figure and the Muscogee (Creek) and Cherokee adapted to and were influenced by their environments.
- c. Describe how the region in which these historic figures lived affected their lives and compare these regions to the region in which students live.
- d. Describe the regions in Georgia where the Muscogee (Creek) and Cherokee lived and how the people used their local resources.

### **Government/Civic Understandings**

**SS2CG1 Define the concept of government and the need for rules and laws.**

**SS2CG2 Identify the following elected officials of the executive branch and where they work:**

- a. President (leader of our nation) and Washington, D.C. – White House
- b. Governor (leader of our state) and Atlanta, GA – State Capitol Building
- c. Mayor (leader of a city) and city hall

**SS2CG3 Give examples of how the historical figures in SS2H1 demonstrate positive citizenship traits such as: honesty, dependability, trustworthiness, honor, civility, good sportsmanship, patience, and compassion.**

### **Economic Understandings**

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

**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).**

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

**SS2E4 Describe the costs and benefits of personal saving and spending choices.**

## Social Studies Georgia Standards of Excellence

### Map and Globe Skills

**GOAL:** The student will use maps to retrieve social studies information.

**I:** indicates when a skill is introduced in the standards and elements as part of the content

**D:** indicates grade levels where the teacher must develop that skill using the appropriate content

**M:** indicates grade level by which student should achieve mastery, the ability to use the skill in all situations

**A:** indicates grade levels where students will continue to apply and improve mastered skills

| <b>Map and Globe Skills</b>                                                                                                                                                 | <b>K</b> | <b>1</b> | <b>2</b> | <b>3</b> | <b>4</b> | <b>5</b> | <b>6</b> | <b>7</b> | <b>8</b> | <b>9-12</b> |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|----------|----------|----------|----------|----------|----------|----------|----------|-------------|
| 1. use a compass rose to identify cardinal directions                                                                                                                       | I        | M        | A        | A        | A        | A        | A        | A        | A        | A           |
| 2. use intermediate directions                                                                                                                                              |          | I        | M        | A        | A        | A        | A        | A        | A        | A           |
| 3. use a letter/number grid system to determine location                                                                                                                    |          |          | I        | M        | A        | A        | A        | A        | A        | A           |
| 4. compare and contrast the categories of natural, cultural, and political features found on maps                                                                           |          |          | I        | M        | A        | A        | A        | A        | A        | A           |
| 5. use graphic scales to determine distances on a map                                                                                                                       |          |          |          |          | I        | M        | A        | A        | A        | A           |
| 6. use map key/legend to acquire information from historical, physical, political, resource, product, and economic maps                                                     |          |          | I        | D        | M        | A        | A        | A        | A        | A           |
| 7. use a map to explain impact of geography on historical and current events                                                                                                |          | I        | D        | D        | M        | A        | A        | A        | A        | A           |
| 8. draw conclusions and make generalizations based on information from maps                                                                                                 |          |          |          | I        | M        | A        | A        | A        | A        | A           |
| 9. use latitude and longitude to determine location                                                                                                                         |          |          |          | I        | D        | D        | D        | M        | A        | A           |
| 10. compare maps of the same place at different points in time and from different perspectives to determine changes, identify trends, and generalize about human activities |          |          |          |          | I        | M        | A        | A        | A        | A           |
| 11. compare maps with data sets (charts, tables, graphs) and /or readings to draw conclusions and make generalizations                                                      |          |          |          |          | I        | M        | A        | A        | A        | A           |
| 12. use geographic technology and software to determine changes, identify trends, and generalize about human activities                                                     |          |          |          |          |          |          |          |          |          | I           |

## Social Studies Georgia Standards of Excellence

### Information Processing Skills

**GOAL:** The student will be able to locate, analyze, and synthesize information related to social studies topics and apply this information to solve problems/make decisions.

**I:** indicates when a skill is introduced in the standards and elements as part of the content

**D:** indicates grade levels where the teacher must develop that skill using the appropriate content

**M:** indicates grade level by which student should achieve mastery, the ability to use the skill in all situations

**A:** indicates grade levels where students will continue to apply and improve mastered skills

| <b>Information Processing Skills</b>                                                                | <b>K</b> | <b>1</b> | <b>2</b> | <b>3</b> | <b>4</b> | <b>5</b> | <b>6</b> | <b>7</b> | <b>8</b> | <b>9-12</b> |
|-----------------------------------------------------------------------------------------------------|----------|----------|----------|----------|----------|----------|----------|----------|----------|-------------|
| 1. compare similarities and differences                                                             | I        | D        | M        | A        | A        | A        | A        | A        | A        | A           |
| 2. organize items chronologically                                                                   | I        | D        | D        | M        | A        | A        | A        | A        | A        | A           |
| 3. identify issues and/or problems and alternative solutions                                        | I        | D        | D        | D        | D        | M        | A        | A        | A        | A           |
| 4. distinguish between fact and opinion                                                             |          | I        | D        | M        | A        | A        | A        | A        | A        | A           |
| 5. identify main idea, detail, sequence of events, and cause and effect in a social studies context |          | I        | D        | D        | M        | A        | A        | A        | A        | A           |
| 6. identify and use primary and secondary sources                                                   |          | I        | D        | D        | M        | A        | A        | A        | A        | A           |
| 7. interpret timelines, charts, and tables                                                          |          | I        | D        | D        | M        | A        | A        | A        | A        | A           |
| 8. identify social studies reference resources to use for a specific purpose                        |          |          | I        | M        | A        | A        | A        | A        | A        | A           |
| 9. construct charts and tables                                                                      |          |          | I        | M        | A        | A        | A        | A        | A        | A           |
| 10. analyze artifacts                                                                               |          |          | I        | D        | D        | M        | A        | A        | A        | A           |
| 11. draw conclusions and make generalizations                                                       |          |          |          | I        | M        | A        | A        | A        | A        | A           |
| 12. analyze graphs and diagrams                                                                     |          |          |          | I        | D        | M        | A        | A        | A        | A           |
| 13. translate dates into centuries, eras, or ages                                                   |          |          |          | I        | D        | M        | A        | A        | A        | A           |
| 14. formulate appropriate research questions                                                        |          |          |          |          | I        | M        | A        | A        | A        | A           |
| 15. determine adequacy and/or relevancy of information                                              |          |          |          |          | I        | M        | A        | A        | A        | A           |
| 16. check for consistency of information                                                            |          |          |          |          | I        | M        | A        | A        | A        | A           |
| 17. interpret political cartoons                                                                    |          |          |          |          | I        | D        | D        | D        | M        | A           |