



**2nd Grade  
Social Studies**



## 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.

## CONNECTING THEMES AND ENDURING UNDERSTANDINGS

The following connecting themes and enduring understandings will feature prominently in the course and help students increase their understanding and retention of knowledge.

1. **DISTRIBUTION OF POWER:** The student will understand that laws and people's beliefs help decide who gets to make choices in government.
2. **INDIVIDUALS, GROUPS, INSTITUTIONS:** The student will understand that what people, groups, and institutions say and do can help or harm others whether they mean to or not.
3. **LOCATION:** The student will understand that where people live matters.
4. **PRODUCTION, DISTRIBUTION, AND CONSUMPTION:** The student will understand that the ways people make, get, and use goods and services may be different from how people in other places make, get, and use goods and services.
5. **SCARCITY:** The student will understand that because people cannot have everything they want, they have to make choices.
6. **TIME, CHANGE AND CONTINUITY:** The student will understand that that some things will change over time, while other things will stay the same.

## INFORMATION PROCESSING SKILLS

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

1. Compare similarities and differences
2. Organize items chronologically
3. Identify issues and/or problems and alternative solutions
4. Distinguish between fact and opinion
5. Identify main idea, detail, sequence of events, and cause and effect in a social studies context
6. Identify and use primary and secondary sources
7. Interpret timelines
8. Identify social studies reference resources to use for a specific purpose
9. Construct charts and tables
10. Analyze artifacts



## MAP AND GLOBE SKILLS

The student will use maps and globes to retrieve social studies information.

1. Use a compass rose to identify cardinal directions
2. Use intermediate directions
3. Use a letter/number grid system to determine location
4. Compare and contrast the categories of natural, cultural, and political features found on maps
5. Use graphic scales to determine distances on a map
6. Use map key/legend to acquire information from historical, physical, political, resource, product and economic maps
7. Use a map to explain impact of geography on historical and current events

## HISTORICAL UNDERSTANDINGS

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

- a. Identify the contributions made by these historic figures: James Oglethorpe, Tomochichi, and Mary Musgrove (founding of Georgia)
- b. Sequoyah (development of a Cherokee alphabet)
- c. Jackie Robinson (sports)
- 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 Mountains, Piedmont, Coastal Plain, Valley and Ridge, and Appalachian Plateau.
- b. Locate on a physical map the major rivers: Savannah, Flint, and Chattahoochee.

**SS2G2 Describe the cultural and geographic systems associated with the historical figures in SS2H1 and Georgia's Muscogee (Creek)s and Cherokees 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 map 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 the students live.



- d. Describe how the regions in Georgia where the Muscogee (Creek) and Cherokee lived and how the people used their local resources.

## **GOVERNMENT/CIVICS UNDERSTANDINGS**

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

**SS2CG2 Identify the following elected official 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 the positive citizenship traits of honesty, dependability, trustworthiness, honor, civility, good sportsmanship, patience, and compassion.**

## **ECONOMIC UNDERSTANDINGS**

**SS2E1 Explain that because of scarcity, people must make choices and incur opportunity costs.**

**SS2E2 Identify 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 spending and saving choices.**