

## 2nd Grade Social Studies Standards – Learning Targets

Standards	Learning Target(s)	Social Studies Skills	Vocabulary
<p>SS2H1 Describe the lives and contributions of historical figures in Georgia history.</p> <p>a. James Oglethorpe, Tomochichi, and Mary Musgrove (founding of Georgia)</p> <p>b. Sequoyah (development of a Cherokee alphabet)</p> <p>c. Jackie Robinson (sportsmanship and civil rights)</p> <p>d. Martin Luther King, Jr. (civil rights)</p> <p>e. Juliette Gordon Low (Girl Scouts and leadership)</p> <p>f. Jimmy Carter (leadership and human rights)</p>	<ul style="list-style-type: none"> <li>● I can describe the lives of historical figures in Georgia history.</li> <li>● a. James Oglethorpe(founding of Georgia)</li> <li>● I can describe the contributions of historical figures in Georgia history of a.Tomochichi(founding of Georgia).</li> <li>● I can describe the lives of historical figures in Georgia history of a.Mary Musgrove(founding of Georgia).</li> <li>● I can describe the lives of historical figures in Georgia history of Sequoyah b.(development of a Cherokee alphabet).</li> <li>● I can describe the lives of historical figures in Georgia history of Jackie Robinson c.(sportsmanship and civil rights).</li> <li>● I can describe the lives of historical figures in Georgia history of d. Martin Luther King, Jr. (civil rights)</li> <li>● I can describe the lives of historical figures in Georgia history of e. Juliette Gordon Low (Girl Scouts and leadership).</li> <li>● I can describe the lives of historical figures in Georgia history of f. Jimmy Carter (leadership and human rights)</li> <li>●</li> </ul>	<p>Describe</p>	
<p>SS2H2 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>a. Compare and contrast the Georgia Creek and Cherokee cultures of the past to those of Georgians today.</p>	<ul style="list-style-type: none"> <li>● I can describe the Georgia Creek cultures of the past in terms of tools.</li> <li>● I can describe the Georgia Creek cultures of the past in terms of clothing.</li> <li>● I can describe the Georgia Creek cultures of the past in terms of homes.</li> <li>● I can describe the Georgia Creek cultures of the past in terms of ways of making a living.</li> <li>● I can describe the Georgia Creek cultures of the past in terms of accomplishments.</li> </ul>		

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|  | <ul style="list-style-type: none"><li>● I can describe the Cherokee cultures of the past in terms of tools.</li><li>● I can describe the Cherokee cultures of the past in terms of clothing.</li><li>● I can describe the Cherokee cultures of the past in terms of homes.</li><li>● I can describe the Cherokee cultures of the past in terms of ways of making a living.</li><li>● I can describe the Cherokee cultures of the past in terms of accomplishments.</li><li>● I can compare the Georgia Creek and Cherokee cultures of the past to those of Georgians today.</li><li>● I can contrast the Georgia Creek and Cherokee cultures of the past to those of Georgians today</li></ul> |  |  |
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<p>SS2G1 Locate and compare major topographical features of Georgia and describe how these features define Georgia’s surface.</p> <p>a. Locate and compare the geographic regions of Georgia: Blue Ridge, Piedmont, Coastal Plain, Ridge and Valley, and Appalachian Plateau.</p> <p>b. Locate on a physical map the major rivers: Savannah, Flint, and Chattahoochee.</p>	<ul style="list-style-type: none"> <li>● I can locate major topographical features of Georgia and describe how these features define Georgia’s surface.</li> <li>● I can compare major topographical features of Georgia and describe how these features define Georgia’s surface.</li> <li>● I can locate the geographic regions of Georgia (Blue Ridge, Piedmont, Coastal Plain, Ridge and Valley and Appalachian Plateau).</li> <li>● I can compare the geographic regions of Georgia (Blue Ridge, Piedmont, Coastal Plain, Ridge and Valley and Appalachian Plateau).</li> <li>● I can locate on a physical map the major rivers (Savannah, Flint and Chattahoochee)</li> </ul>		
<p>SS2G2 Describe the cultural and geographic systems associated with the historical figures in SS2H1 and Georgia’s Creek and Cherokee in SS2H2.</p> <p>a. Identify specific locations significant to the life and times of each historic figure, and the Creek and Cherokee, on a political or physical map.</p> <p>b. Describe how each historic figure and the Creek and Cherokee adapted to and were influenced by their environments.</p> <p>c. Describe how the region in which these historic figures lived affected their lives and compare these regions to the</p>	<ul style="list-style-type: none"> <li>● I can describe the cultural associated with the historical figures in SS2H1 and Georgia’s Creek and Cherokee in SS2H2.</li> <li>● I can describe the geographic systems associated with the historical figures in SS2H1 and Georgia’s Creek.</li> <li>● I can describe the geographic systems associated with the historical figures in SS2H1 and Cherokee in SS2H2.</li> <li>● I can identify specific location significant to the life of each historical figures and the Creek and Cherokee on a political map.</li> <li>● I can identify specific location significant to the life of each historical figures and the Creek and Cherokee on a physical map.</li> <li>● I can describe how each historic figure and Creek and Cherokee adapted and were influenced by the environments.</li> <li>● I can describe how the region in which these historic figures lived affected their lives.</li> <li>● I can compare these regions to the region in which students live.</li> </ul>		

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<p>region in which students live. d. Describe the regions in Georgia where the Creek and Cherokee lived and how the people used their local resources.</p>	<ul style="list-style-type: none"> <li>● I can describe the regions in Georgia where the Creek and Cherokee lived and how the people used their local resources.</li> </ul>		
<p>SS2CG1 Define the concept of government and the need for rules and laws.</p>	<ul style="list-style-type: none"> <li>● I can define the concept of government and the need for rules.</li> <li>● I can define the concept of government and the need for laws.</li> </ul>		
<p>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</p>	<ul style="list-style-type: none"> <li>● I can 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</li> <li>● b. Governor (leader of our state) and Atlanta, GA – State Capitol Building</li> <li>● c. Mayor (leader of a city) and city hall</li> </ul>		

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<p>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.</p>	<ul style="list-style-type: none"> <li>I can 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.</li> </ul>		
<p>SS2E1 Explain that because of scarcity, people must make choices that result in opportunity costs.</p>	<p>I can explain that because of scarcity, people must make choices that result in opportunity costs.</p>		
<p>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).</p>	<ul style="list-style-type: none"> <li>I can identify some ways in which goods and services are allocated.</li> </ul>		

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<p>SS2E3 Explain that people usually use money to obtain the goods and services they want and explain how money makes trade easier than barter.</p>	<ul style="list-style-type: none"><li>● I can explain that people usually use money to obtain the goods and services they want .</li><li>● I can explain how money makes trade easier than barter.</li></ul>		
<p>SS2E4 Describe the costs and benefits of personal saving and spending choices.</p>	<ul style="list-style-type: none"><li>● I can describe the costs and benefits of personal saving and spending choices.</li></ul>		

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Standards	Learning Target(s)	Reading Skills	Vocabulary

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