

Worth County Primary School

Second Grade Social Studies Curriculum Map

2016-2017

First 9-weeks	Second 9-weeks	Third 9-weeks	Fourth 9-weeks
<p>SS2CG1. The student will define the concept of government and the need for rules and laws.</p> <p>SS2CG2. The student will identify the roles of the following elected officials:</p> <ul style="list-style-type: none"> a. President (leader of our nation) b. Governor (leader of our state) c. Mayor (leader of a city) <p>SS2CG4. The student will demonstrate knowledge of the state and national capitol buildings by identifying them from pictures and capitols of the United States of America (Washington, D.C.) and the state of Georgia (Atlanta) by locating them on appropriate maps.</p>	<p>SS2H1. The student will read about and describe the lives of historical figures in Georgia history.</p> <ul style="list-style-type: none"> a. Identify the contributions made by these historical figures: James Oglethorpe, Tomochichi, and Mary Musgrove (founding of Georgia); Sequoyah (development of a Cherokee alphabet) b. Describe how everyday life of these figures is similar to and different from everyday life in the present (food, clothing, homes, transportation, communication, recreation, rights, and freedoms) <p>SS2G2. The student will describe the cultural and geographic systems associated with the historical figures in SSH1 and Georgia's Creeks and Cherokees.</p> <ul style="list-style-type: none"> a. Identify specific locations significant to the life and times of each historic figure on a political map. b. Describe how place (physical and human characteristics) had an impact on the lives of each historic figure. c. Describe how each historic figure adapted to and was influenced by his/her environment. d. Trace examples of travel and movement of these historic figures and their ideas across time. e. 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. 	<p>SS2H1. The student will read about and describe the lives of historical figures in Georgia history.</p> <ul style="list-style-type: none"> a. Identify the contributions made by these historical figures: Martin Luther King Jr. (civil rights), Jackie Robinson (sports), Jimmy Carter (leadership and human rights) b. Describe how everyday life of these figures is similar to and different from everyday life in the present (food, clothing, homes, transportation, communication, recreation, rights, and freedoms) <p>(SS2G2 a, b, c, d, e and SS2H2)</p> <p><i>SS2CG3. The student will give examples of how the historical figures under study demonstrate the positive citizenship traits of honesty, dependability, liberty, trustworthiness, honor, civility, good sportsmanship, patience and compassion.</i></p>	<p>SS2G1. The student will locate major topographical features of Georgia and will describe how these features define Georgia's surface.</p> <ul style="list-style-type: none"> a. Locate all the geographic regions of Georgia: Blue Ridge Mountains, Piedmont, Coastal Plain, Valley and Ridge, and Appalachian Plateau b. Locate the major rivers: Ocmulgee, Oconee, Altamaha, Savannah, St. Mary's, Chattahoochee, and Flint <p>SS2E1. The student will explain that because of scarcity, people must make choices and incur opportunity costs.</p> <p>SS2E2. The student will identify ways in which goods and services are allocated (by price, majority rule, contests, force, sharing, lottery, command, first-come, first served, personal characteristics, and others)</p> <p>SS2E3. The student will explain that people usually use money to obtain the goods and services they want and explain how money makes trades easier than barter.</p>

	<p><i>SS2CG3. The student will give examples of how the historical figures under study demonstrate the positive citizenship traits of honesty, dependability, liberty, trustworthiness, honor, civility, good sportsmanship, patience and compassion.</i></p> <p>SS2H2. The student will 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. Describe the regions in Georgia where the Creeks and Cherokees lives and how the people used their local resources.</p> <p>b. Compare and contrast the Georgia Creek and Cherokee cultures of the past to Georgians today.</p>		<p>SS2E4. The student will describe the costs and benefits of personal spending and savings choices.</p>
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Social Studies Map Skills

(Introduce and teach as they relate to the study of the Creeks, Cherokees, and historical figures).

1. Use cardinal directions (should have been mastered in first grade – continue to apply and improve in second grade)
2. Use intermediate directions (should be taught to mastery in second grade)
3. Use a letter/number grid system to determine location (introduce, will be mastered in third)
4. Compare and contrast the categories of natural, cultural and political features found on maps (introduce, will be mastered in third)
5. Use inch to inch map scale to determine distance on a map (introduce, will be mastered in third)

6. Use map key/legend to acquire information from historical, physical, political, resource, product and economic maps (introduce in second, master in fourth)

7. Use a map to explain impact of geography on historical and current events (introduce in second, master in fourth)