

2nd Grade Social Studies Teaching & Learning Framework*

Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8
Launching Social Studies (2 weeks)	Our Georgia (4 weeks)	Creek & Cherokee (6 weeks)	Georgia’s Beginnings (6 weeks)	Juliette Gordon Low (2 weeks)	Jackie Robinson & Martin Luther King, Jr. (7 weeks)	Jimmy Carter (5 weeks)	Economic Choices (4 weeks)
<i>What big ideas do we see across history, geography, government, and economics?</i>	<i>How does the world around me affect how I live?</i>	<i>How are the Creek and Cherokee cultures of the past similar to and different from our lives today?</i>	<i>How did Georgia become a successful colony?</i>	<i>How did Juliette Gordon Low make a difference?</i>	<i>How did Jackie Robinson and Martin Luther King influence civil rights?</i>	<i>What has Jimmy Carter done to help our country and other countries?</i>	<i>How can I make the best economic choices?</i>
Map Skills: 1, 2, 3, 4, 6, 7 Information Processing Skills: 1-4 and 6-10 							
Connecting Themes & Enduring Understanding	GEORAPHIC UNDERSTANDINGS - Location						
Location Time, Change, & Continuity Individuals, Groups, & Institutions Distribution of Power Scarcity Production, Distribution, & Consumption <i>(Introduced Q1 & developed throughout the year.)</i>	SS2G1 Locate and compare major topographical features of Georgia and describe how these features define Georgian’s surface. a. Locate and compare the geographic regions of Georgia: Blue Ridge Mountains, Piedmont, Ridge and Valley, Appalachian Plateau, and Coastal Plains. b. Locate on a physical map the major rivers: Savannah, Flint, and Chattahoochee	SS2G2 Describe cultural and geographic systems associated with the historical figures in SS2H1 and Georgia’s Creek and Cherokee in SS2H2 a. Identify specific locations significant to the life and times of each historic figure (Sequoyah), and the Creek and Cherokee, on a political or physical map. b. Describe how each historical figure and the Creek and Cherokee adapted to and were influenced by their environments. c. Describe how the region in which these historic figures lived (Sequoyah) affected their lives and compare these regions to the region in which students live.	SS2G2 Describe the cultural and geographic systems associated with the historical figures in SS2H1 (James Oglethorpe, Tomochichi, and Mary Musgrove) a. Identify specific locations significant to the life and times of each historical figure (James Oglethorpe, Tomochichi, and Mary Musgrove) b. Describe how each historical figure 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.	SS2G2 Describe the cultural and geographic systems associated with the historical figures in SS2H1 (Juliette Gordon Low) a. Identify specific locations significant to the life and times of each historical figure (Juliette Gordon Low) b. Describe how each historical figure 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.	SS2G2 Describe the cultural and geographic systems associated with the historical figures in SS2H1 (Jackie Robinson and Martin Luther King, Jr.) a. Identify specific locations significant to the life and times of each historical figure (Jackie Robinson and Martin Luther King, Jr.) b. Describe how each historical figure adapted to and were influenced by their environments. c. Describe how the region in which these historic figures (Jackie Robinson and Martin Luther King, Jr.) lived affected their lives and compare these regions to the region in which students live.	SS2G2 Describe the cultural and geographic systems associated with the historical figures in SS2H1 (Jimmy Carter) a. Identify specific locations significant to the life and times of each historical figure (Jimmy Carter) b. Describe how each historical figure adapted to and were influenced by their environments. c. Describe how the region in which these historic figures (Jimmy Carter) lived affected their lives and compare these regions to the region in which students live.	

*This framework is intended as a guide and is flexible to meet the needs of local schools and students.

		d. Describe the regions in Georgia where the Creek and Cherokee lived and how the people used their local resources.					
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HISTORICAL UNDERSTANDINGS - Time, Change, & Continuity; Individuals, Groups, & Institutions

	SS2H2 Describe the Georgia 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 Creek and Cherokee cultures of the past to those of Georgians today.	SS2H1 Describe the lives and contributions of historical figures in Georgia history. b. Sequoyah (development of a Cherokee alphabet) SS2H2 Describe the Georgia 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 Creek and Cherokee cultures of the past to those of Georgians today.	SS2H1 Describe the lives and contributions of historical figures in Georgia history. a. James Oglethorpe, Tomochichi, and Mary Musgrove (founding of Georgia)	SS2H1 Describe the lives and contributions of historical figures in Georgia history. e. Juliette Gordon Low (Girl Scouts and leadership)	SS2H1 Describe the lives and contributions of historical figures in Georgia history. c. Jackie Robinson (sportsmanship and civil rights) d. Martin Luther King, Jr. (civil rights)	SS2H1 Describe the lives and contributions of historical figures in Georgia history. f. Jimmy Carter (leadership and human rights)	
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GOVERNMENT/CIVIC UNDERSTANDINGS – Distribution of Power

	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 in a city) and city hall	SS2CG1 Define the concept of government and the need for rules and laws SS2CG3 Give examples of how Sequoyah demonstrated positive citizenship traits such as: honesty, dependability, trustworthiness, honor, civility, good sportsmanship, patience, and compassion.	SS2CG1 Define the concept of government and the need for rules and laws SS2CG3 Give examples of how James Oglethorpe, Tomochichi, and Mary Musgrove demonstrated positive citizenship traits such as: honesty, dependability, trustworthiness, honor, civility, good sportsmanship, patience, and compassion.	SS2CG3 Give examples of how Juliette Gordon Low demonstrated positive citizenship traits such as: honesty, dependability, trustworthiness, honor, civility, good sportsmanship, patience, and compassion	SS2CG1 Define the concept of government and the need for rules and laws SS2CG3 Give examples of how Jackie Robinson and Martin Luther King Jr. demonstrated positive citizenship traits such as: honesty, dependability, trustworthiness, honor, civility, good sportsmanship, patience, and compassion	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 in a city) and city hall	
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						<p>SS2CG3 Give examples of how the Jimmy Carter demonstrates positive citizenship traits such as: honesty, dependability, trustworthiness, honor, civility, good sportsmanship, patience, and compassion.</p>	
ECONOMIC UNDERSTANDINGS – Scarcity; Production, Distribution, & Consumption							
		<p>SS2E1 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> <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>	<p>SS2E1 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> <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>				<p>SS2E1 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> <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> <p>SS2E4 Describe costs and benefits of personal saving and spending choices.</p>