

FLINT RIVER ACADEMY SOCIAL STUDIES STANDARDS

SECOND GRADE

GEORGIA, MY STATE

In second grade, the various social studies strands become more woven around the historical strand. The history strand focuses on important historical figures in Georgia and the Creek and Cherokee cultures in Georgia. The geography strand emphasizes the geography of Georgia and relates that 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 and are related to the historical strand.

Historical Understandings

- 1. The student will read about and 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); Sequoyah (development of a Cherokee alphabet); Jackie Robinson (sports); Martin Luther King, Jr. (civil rights); Jimmy Carter (leadership and human rights).
 - b. Describe how everyday life of these historical figures is similar to and different from everyday life in the present (food, clothing, homes, transportation, communication, recreation, rights, and freedoms).
- 2. 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.**
 - a. Describe the regions in Georgia where the Creeks and Cherokees lived and how the people used their local resources.
 - b. Compare and contrast the Georgia Creek and Cherokee cultures of the past to Georgians today.

Geographic Understandings

- 3. The student will describe how globes and maps depict geographical information in different ways.**
- 4. The student will explain the information that historical timelines convey and then put in chronological order events in the student's life or in the history of countries studied.**
- 5. The student will locate major topographical feature of the world.**
 - a. All of the continents – North America, South America, Europe, Asia, Africa, Australia, and Antarctica
 - b. The current boundaries of the United States, Canada and Mexico
 - c. The oceans – Arctic, Atlantic, Indian, and Pacific
- 6. The student will explain the difference between a continent and a country and give examples of each.**
- 7. The student will locate major topographical features of Georgia and will describe how these features define Georgia's surface.**
 - 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.

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8. The student will describe the cultural and geographic systems associated with historical figures and Georgia's Creeks and Cherokees.

- 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.

Government/Civic Understandings

9. The student will define the concept of government and the need for rules and laws.

10. The student will identify the roles of the following elected officials:

- a. President (leader of our nation)
- b. Governor (leader of our state)
- c. Mayor (leader of a city)

11. 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.

12. The student will demonstrate knowledge of the state and national capitol buildings by identifying them from pictures and capitals of the United States of America (Washington, D.C.) and the state of Georgia (Atlanta) by locating them on appropriate maps.

Economic Understandings

13. The student will explain that because of scarcity, people must make choices and incur opportunity costs.

14. 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).

15. The student will explain that people usually use money to obtain the goods and services they want and explain how money makes trade easier than barter.

16. The student will describe the costs and benefits of personal spending and saving choices.

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Flint River Academy

2nd Grade

Social Studies Curriculum Map

1 st Nine Weeks		2 nd Nine Weeks	3 rd Nine Weeks	4 th Nine Weeks
Unit 1	Unit 2	Unit 3	Unit 4	Unit 9
Transportation and Travel	Government and Civic Understanding Rules Laws Our Government Capitals and Capitols	Historical Understanding Georgia History Colonial Life	Geographic Understanding Georgia Rivers Georgia Regions Our Country Where I Live	Economics Understanding Goods and Services Money Scarcity Spending
3 weeks	6 weeks	9 weeks	9 weeks	9 weeks