

## Gwinnett County Public Schools Social Studies: Grade 2 – Pacing Guide 2022-2023

### 1st 9 weeks: Units 1 & 2

#### **Unit 1: Personal Finance (6 weeks)**

**2SS.F.24:** explain that, because of scarcity, people must make choices that result in opportunity costs by identifying issues and/or problems and alternative solutions

**2SS.F.25:** identify some ways in which goods and services are allocated (e.g., price, majority rule, contests, force, sharing, lottery, authority, first-come-first-served, and personal characteristics)

**2SS.F.26:** explain that people usually use money to obtain the goods and services they want and explain how money makes trade easier than barter

**2SS.F.27:** analyze the costs and benefits of personal saving and spending choices

#### **Unit 2: Georgia Geography (3 weeks)**

**2SS.C.18:** locate and compare similarities and differences of the major topographical features of Georgia and describe how these features define Georgia's surface

- **18.a:** locate and compare the geographic regions of Georgia: Blue Ridge Mountains, Piedmont, Coastal Plain, Ridge and Valley, and Appalachian Plateau
- **18.b:** locate on a physical map the major rivers: Savannah, Flint, and Chattahoochee

## 2nd 9 weeks: Units 3 & 4

### **Unit 3: Native Georgians (4 weeks)**

**2SS.D.19:** describe the Georgia Muscogee (Creek) and Cherokee cultures of the past in terms of tools, clothing, homes, ways of making a living, and accomplishments

- **19.a:** compare and contrast the similarities and differences of the Georgia Muscogee (Creek) and Cherokee cultures of the past to Georgians today using social studies resources (i.e. primary and secondary sources, maps, charts, artifacts, etc.)
- **19.b:** identify specific locations significant to Georgia's Muscogee (Creek) and Cherokee on a physical and political map using social studies resources, (i.e. primary and secondary sources, maps etc.)
- **19.c:** describe how the Georgia Muscogee (Creek) and Cherokee were influenced by their environment
- **19.d:** describe the regions in Georgia where the Muscogee (Creek) and Cherokee lived

**2SS.D.20:** analyze the lives and contributions of historical figures in Georgia history

- **20.a:** use primary and secondary sources to identify issues and/or problems and alternative solutions by historical figures in Georgia History
- **20.c:** Sequoyah (development of a Cherokee alphabet)

**2SS.E.21:** give examples of how the historical figures in Georgia demonstrate positive citizenship traits such as: honesty, dependability, trustworthiness, honor, civility, good sportsmanship, patience, and compassion

### **Unit 4: Georgia's Beginnings (5 weeks)**

**2SS.D.20:** analyze the lives and contributions of historical figures in Georgia history

- **20.a:** use primary and secondary sources to identify issues and/or problems and alternative solutions by historical figures in Georgia History
- **20.b:** James Oglethorpe, Tomochichi, and Mary Musgrove (founding of Georgia)

**2SS.E.21:** give examples of how the historical figures in Georgia demonstrate positive citizenship traits such as: honesty, dependability, trustworthiness, honor, civility, good sportsmanship, patience, and compassion

## 3rd 9 weeks: Unit 5 & 6

### Unit 5: Civics (3 weeks)

**2SS.E.22:** define the concept of government and the need for rules and laws

- **22a:** explain that the U.S. Constitution and the Constitution of the State of Georgia outlines the governments of our nation and state

**2SS.E.23:** compare and contrast elected officials of the executive branch and where they work

- **23.a:** president (leader of our nation) and Washington, D.C. – White House
- **23.b:** governor (leader of our state) and Atlanta, GA – State Capitol Building
- **23.c:** mayor (leader of a city) and city hall

### Unit 6: Civil Rights (6 weeks)

**2SS.D.20:** analyze the lives and contributions of historical figures in Georgia history

- **20.a:** use primary and secondary sources to identify issues and/or problems and alternative solutions by historical figures in Georgia History
- **20.d:** Jackie Robinson (sportsmanship and civil rights)
- **20.e:** Martin Luther King, Jr. (civil rights)

**2SS.E.21:** give examples of how the historical figures in Georgia demonstrate positive citizenship traits such as: honesty, dependability, trustworthiness, honor, civility, good sportsmanship, patience, and compassion

## 4th 9 weeks: Unit 7

### Unit 7: Human Rights (9 weeks)

**2SS.D.20:** analyze the lives and contributions of historical figures in Georgia history

- **20.a:** use primary and secondary sources to identify issues and/or problems and alternative solutions by historical figures in Georgia History
- **20.f:** Juliette Gordon Low (Girl Scouts and leadership).
- **20.g:** Jimmy Carter (leadership and human rights)

**2SS.E.21:** give examples of how the historical figures in Georgia demonstrate positive citizenship traits such as: honesty, dependability, trustworthiness, honor, civility, good sportsmanship, patience, and compassion

## Map and Globe Skills (Ongoing)

**2SS.A.1:** use cardinal directions

**2SS.A.2:** use intermediate directions

**2SS.A.3:** use a letter/number grid system to determine location

**2SS.A.4:** compare and contrast the categories of natural, cultural, and political features found on maps

**2SS.A.5:** use inch-to-inch map scale to determine distance on maps

**2SS.A.6:** use map key/legend to acquire information from historical, physical, political, resource, product, and economic maps

**2SS.A.7:** use a map to explain impact of geography on historical and current events

## Information Processing Skills (Ongoing)

**2SS.A.1:** use cardinal directions

**2SS.A.2:** use intermediate directions

**2SS.A.3:** use a letter/number grid system to determine location

**2SS.A.4:** compare and contrast the categories of natural, cultural, and political features found on maps

**2SS.A.5:** use inch-to-inch map scale to determine distance on maps

**2SS.A.6:** use map key/legend to acquire information from historical, physical, political, resource, product, and economic maps

**2SS.A.7:** use a map to explain impact of geography on historical and current events