

**CLAYTON COUNTY
PUBLIC SCHOOLS**

ELEMENTARY SOCIAL STUDIES

**CURRICULUM
GUIDE**

GRADE 2

**Elementary Social Studies
Curriculum Guide
Grade 2
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CLAYTON COUNTY SOCIAL STUDIES

Social Studies Philosophy

Social studies primary purpose is the transmission of culture and ideals to each succeeding generation. The aims of the social studies curriculum include the education of students in the uniqueness of the democratic heritage of the United States, while teaching the effects of globalization on the American society.

Knowledge of the interdependence of countries throughout the world will enable citizens to face the challenges and responsibilities that come from living in a global community. In order to educate students to function responsibly in our democratic society, the social studies curriculum must teach the rights and responsibilities found in a democracy through critical thinking, collaborative learning and active participation. In addition the social studies must enable students to function in a technologically advanced, economically diverse and changing society

Social Studies Goals

The Social Studies Curriculum will enable students to develop:

- ❖ Civic responsibility and social responsibility in their school, community, state and country.
- ❖ Perspective on their own life experiences so they see themselves as individuals with potential who can positively contribute to the larger human adventure in a globalize society.
- ❖ Critical understanding of the history, geography, economics, traditions and values of the United States as expressed in both their unity and diversity.
- ❖ Understanding and appreciation of other peoples and their cultures in a global society.
- ❖ Critical and analytical thinking skills based on data and experiences.

Social Studies Strategies

These goals may be achieved through:

- ❖ Parental and community involvement in various competitions, forums and performances.
- ❖ Integrated learning through hands on projects that incorporate multiple intelligence theory and practice.
- ❖ Character education programs that promote civility, social responsibility and values.
- ❖ Enrichment using a variety of sources (primary, secondary and tertiary).
- ❖ Integration of technology through instructional software, computer applications and computer hardware.
- ❖ Infusion of physical and cultural geography at all levels in all subjects throughout the social studies curriculum.
- ❖ Infusion of economics at all levels and in all subjects throughout the social studies curriculum.
- ❖ Student assessments and assignments which address different learning styles and multiple intelligences.
- ❖ Information processing skills using maps, globes, charts, graphs, and other supplemental materials.
- ❖ Use of the textbook as a resource for instructional planning.

**CLAYTON COUNTY SOCIAL STUDIES
CURRICULUM GUIDE
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Clayton County Public Schools Social Studies K – 5 at a Glance

K	1st	2nd	3rd	4th	5th
Connecting Themes in Kindergarten	Connecting Themes in First Grade	Connecting Themes in Second Grade	Connecting Themes in Third Grade	Connecting Themes In Fourth Grade	Connecting Themes In Fifth Grade
The People in Our Neighborhood <i>Observing Labor Day</i>	Geography Our Earth, Our Home	Before There was a Georgia	Root of Our Democracy	Native American Culture	Civil War & Reconstruction
Where We Live	American Environment <i>Theodore Roosevelt</i>	Georgia's Beginnings	Our Economy/ Personal Finance	European Exploration In North America	Turn of the Century
Where in the World Are We <i>Observing Columbus Day</i>	Changing America <i>George Washington Carter</i>	Native Georgians	The Foundation Of America <i>Paul Revere</i>	Colonial America	World War I
Our National Heritage <i>Observing Veterans' Day</i>	Colonial America <i>Benjamin Franklin</i>	Civil Rights	Freedom for All <i>Fredrick Douglas</i>	The American Revolution	The Great Depression
Celebrating Our Differences <i>Observing Thanksgiving Day</i>	Exploring The West <i>Lewis & Clark; Sacagawea</i>	Georgia At Work	Rights for All <i>Susan B. Anthony</i>	The New Nation	World War II
An American Hero <i>Observing Dr. M. L. King, Jr. Day</i>	American Government <i>Thomas Jefferson</i>	Personal Finance	Education for All <i>Mary McLeod Bethune</i>	Westward Expansion	The Cold War
Being a Good America – <i>Observing Presidents' Day</i>	Freedom For All <i>Harriet Tubman</i>		American Perseverance <i>Franklin Roosevelt</i>	Personal Finance	America Since 1975
Celebrating Our Nation	American Folktales		Equality for All <i>Eleanor Roosevelt</i>		Personal Finance
Personal Finance	Personal Finance		Justice for All <i>Thurgood Marshall</i>		
Connecting Themes in Kindergarten			A Great Society <i>Lyndon B. Johnson</i>		
			Rights for Workers <i>Cesar Chavez</i>		

Clayton County Curriculum Framework Elementary Social Studies Grade 2

1 st 9 Weeks			2 nd 9 Weeks		3 rd 9 Weeks			4 th 9 Weeks	
Unit 1	Unit 2	Unit 3	Unit 3	Unit 4	Unit 4	Unit 5	Unit 6	Unit 6	Unit 7
Connect- ing Themes in Second Grade	Before There was a Georgia	Georgia's Beginnings	Continued	Native Georgians	Continued • Unit 5 Civil Rights	Continued	Georgia At Work	Continued	Personal Finance
3 Weeks U1	3 Weeks U2	3Weeks-U3	3 Weeks-U3	6 Weeks U4	1 Week-U4 2 Weeks-U5	4 Weeks U5	2 Weeks-U6	4 Weeks U6	5 Weeks U7
Distribution of Power Individuals, Groups & Institutions Location Production, Distribution & Consumption Scarcity Time, Change and Continuity	SSG1 SSG2 SS2G1 SS2G2 SS2H1	SS2HI SS2G2	SS2CG3 SS2E2 SS2E3	SS2H1 SS2CG1 SS2CG3 SS2G2 SS2E1 SS2E2	SS2E3 • SS2HI SS2G2	SS2H1 SS2CG1 SS2G3	SS2H1	SS2G2 SS2CG1 SS2G2 SS2CG3 SS2CG4 SS2E1 SS2E2 SS2E3 SS2E4	SS2E1 SS2E2 SS2E3 SS2E4

All units will include maps and globes and information processing skills.

**Clayton County Curriculum Guide
Elementary Social Studies
Grade 2
Unit 1
Connecting Themes in Second Grade**

Teaching Time	Georgia Performance Standards Addressed	Resources	Assessment/Performance Task	GPS Vocabulary Focus
15 days	<p>The focus of this important first unit is on the Connecting Themes and Enduring Understandings rather than specific standards.</p> <p>Use this unit to introduce the Connecting Themes and Enduring Understandings that students will be learning throughout the year in Social Studies.</p> <p>Distribution of Power- Distribution of Power is the understanding that laws and people’s beliefs help decide who gets to make choices in government.</p> <p>Individuals, Groups, and Institutions- What people, groups, and institutions affect society through intended and unintended consequences from actions.</p> <p>Locations- Where people live affect a society’s economy, culture, and</p>	<p>Houghton Mifflin Text Connections (examples throughout units of study)</p> <p>Houghton Mifflin Teacher ancillary materials (examples throughout units of study)</p> <p>www.georgiastandards.org Social Studies</p> <p>Frameworks: Unit 1- Using Connecting Themes in Second Grade Social Studies</p> <p>http://www.eduplace.com/eServices, TE user id: claytonteacher2 password: password</p> <p>http://www.eduplace.com/ss/socsci/ga/books/bkc/index/shtml</p> <p>Graphic Organizers</p>	<p>Selected test items from Houghton Mifflin Test Generator or Assessment Options book</p> <p><u>Performance Task</u> <i>Effective Strategies for the Elementary Teacher</i></p> <ul style="list-style-type: none"> • Creative Problem Solving pp. 36, rubric pp. 91-92 • Graphic Organizers pp. 1-7 • Brainstorming p.14 <p><i>Social Studies TE</i></p> <ul style="list-style-type: none"> • Climate Effects p. 89 • Act it Out p. 93 • Make a Mural p. 115 • Tell a Story p. 117 • Keep a Weather Log p. 123 <p>Concept Journal (ongoing) Students will list ongoing unit themes throughout the year.</p>	<p>Distribution Of Power</p> <p>Individuals, Groups, and Institutions</p> <p>Locations</p> <p>Production, Distribution, & Consumption</p> <p>Scarcity</p> <p>Time, change and continuity</p>

	<p>how they live.</p> <p>Production, Distribution, and Consumptions- Production, distribution, and consumption is the understanding that goods and services produced by society are affected by the location, customs, beliefs, and laws of the society.</p> <p>Scarcity- People cannot always have everything they want, so they must make choices.</p> <p>Time, Change, and Continuity- While some things change over time, some things stay the same.</p>	<p><u>Weekly Reader: Current Events</u></p> <p><u>http://www.eduplace.com/kids/soc/sci/ga/books/bkc/</u>–student activities</p> <ul style="list-style-type: none"> • Weekly Reader: Current Events <p>Houghton Mifflin Reading Adopted Series</p> <p>Resources from Georgia Reading First Titles from Scholastic</p>	<p>Notebook will display the six themes of second grade. Students can continuously log in their concept journals and record the connections of connecting themes with units throughout the year. Entries can be written, illustrated, etc.</p> <p>Sample Test Question What theme would you mostly likely learn the most information about elections?</p> <ol style="list-style-type: none"> Scarcity Location Distribution of Power Music 	
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**Clayton County Curriculum Guide
Elementary Social Studies
Grade 2
Unit 2
Before There Was a Georgia**

Teaching Time	Georgia Performance Standards Addressed	Resources	Assessment/Performance Task	GPS Vocabulary Focus
15 days	<p>SS2G1 The student will locate major topographical features of Georgia and will describe how these features define Georgia’s surface.</p> <p>a. Locate all the geographic regions of Georgia: Blue Ridge Mountains, Piedmont, Coastal Plain, Valley and Ridge, and Appalachian Plateau.</p> <p>b. Locate the major rivers: Ocmulgee, Oconee, Altamaha, Savannah, St. Mary’s, Chattahoochee, and Flint.</p> <p>SS2G2 The student will describe the cultural and geographic systems associated with the historical figures in SS2H1 and Georgia’s Creeks and Cherokees.</p> <p>a. Identify specific locations significant to the life</p>	<p>Houghton Mifflin Text Connections: A Creek Town pp. 36 Finding your Way pp. 82 Georgia’s Rivers pp. 110 A Cherokee Legend pp. 56 The Young Woman and the Thunder Beings pp. 90</p> <ul style="list-style-type: none"> • http://www.eduplace.com/eServices, TE, user id: claytonteacher2, password: password • http://www.eduplace.com/kids/socsci/ga/books/bke1/student activities • <i>Weekly Reader</i> • http://www.pbs.org/teachers/socialstudies/ - Extensive Lesson plans and videos by selected topic. • http://www.sldirectory.com/teachf/socsci.html - A vast link of social studies website 	<p>Selected test items from Houghton Mifflin Test Generator or Assessment Options book</p> <p>Map and illustrate geographic regions in Georgia</p> <p>Graphic Organizer (compare and contrast geographic regions)</p> <p>Location: Draw an envelope for a letter to a friend. Write your address and your friend’s address on it</p> <p>PERFORMANCES TASKS:</p> <ul style="list-style-type: none"> • <i>Effective Strategies for the Elementary Teacher</i> <ul style="list-style-type: none"> ○ Creative Problem Solving pp. 36, rubric pp. 91-92 ○ Graphic Organizers pp. 1-7 ○ Brainstorming p.14 • <i>Social Studies TE</i> • Make a Landform Map p. 	<p>Locations</p> <p>River</p> <p>Valley</p> <p>Geography</p> <p>Landforms</p> <p>Environment</p>

	<p>and times of each historic figure on a political map.</p> <p>b. Describe how place (physical and human characteristics) had an impact on the lives of each historic figure.</p> <p>c. Describe how each historic figure adapted to and was influenced by his/her environment.</p> <p>d. Trace examples of travel and movement of these historic figures and their ideas across time.</p> <p>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>	<p>links with everything from Government to Geography to Current Events to General Sites.</p>	<p>123</p> <p>ASSESSMENTS:</p> <ul style="list-style-type: none"> • Oral comprehension check • Teacher designed test • Chapter Review p. 120 • Landform cards p. 96 • Assess options: TE pp. 25K & 25L <p>Sample Test Question</p> <p>How many main regions are in Georgia?</p> <p>a. four b. five c. seven d. two</p>	
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**Clayton County Curriculum Guide
Elementary Social Studies
Grade 2
Unit 3
Georgia's Beginnings**

Teaching Time	Georgia Performance Standards Addressed	Resources	Assessment/Performance Task	GPS Vocabulary Focus
30 days	<p>SS2H1 The student will read about and describe the lives of historical figures in Georgia history.</p> <p style="padding-left: 20px;">a. Identify the contributions made by these historic figures: James Oglethorpe, Tomochichi, and Mary Musgrove (founding of Georgia); Sequoyah (development of a Cherokee alphabet</p> <p style="padding-left: 20px;">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).</p> <p>SS2G2 The student will describe the cultural and geographic systems associated with the historical figures in SS2H1 and Georgia's Creeks and Cherokees.</p> <p style="padding-left: 20px;">a. Identify specific locations significant to the life and times of each historic figure on a political map.</p> <p style="padding-left: 20px;">b. Describe how place (physical and human characteristics) had an impact on the lives of each historic figure.</p> <p style="padding-left: 20px;">c. Describe how each historic figure adapted to and was influenced by his/her</p>	<p>Houghton Mifflin:</p> <p>Unit 1 p. 26-29 Core lesson 2 p. 38-47 Early Georgia Heroes (James Oglethorpe, Mary Musgrove, Tomochichi) pp. 44 Sequoyah pp.100 Dan's Life History pp. 72 A Creek Town pp. 36 Finding your Way pp. 82 Georgia's Rivers pp. 110 A Cherokee Legend pp. 56 The Young Woman and the Thunder Beings pp. 90</p>	<p>Selected test items from Houghton Mifflin Test Generator or Assessment Options book</p> <p>Draw a plan for a Creek Town include ways of living, food, clothing and shelters.</p> <p>Graphic Organizer-concept mapping a creek town TE pg. 37</p> <p>Character Traits graphic organizer of James Oglethorpe, Tomochichi, Mary Musgrove, Sequoyah</p> <p>ASSESSMENTS:</p> <ul style="list-style-type: none"> • Oral comprehension check • Teacher designed test • Draw it pp. 47 • Write about it pp. 37 	<p>Individuals, Groups, and Institutions</p> <p>Locations</p> <p>Time, change and continuity</p> <p>Scarcity</p>

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

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.

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).

SS2E3 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.

**Sample Test Question:
Who was the leader of the Creek people who lived near Yamacraw Bluff?**

- a. Mary Musgrove**
- b. James Oglethorpe**
- c. George Bush**
- d. Tomochichi**

**Clayton County Curriculum Guide
Elementary Social Studies
Grade 2
Unit 4
Native Georgians**

Teaching Time	Georgia Performance Standards Addressed	Resources	Assessment/Performance Task	GPS Vocabulary Focus
35 days	<p>SS2H1 The student will read about and describe the lives of historical figures in Georgia history.</p> <p style="padding-left: 20px;">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).</p> <p style="padding-left: 20px;">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).</p> <p>SS2CG1 The student will define the concept of government and the need for rules and laws.</p> <p>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.</p>	<p>Houghton Mifflin Unit 1 Core lessons 3 pp. 50-71 Skillbuilder pp. 72-73</p> <p>Early Georgia Heroes (James Oglethorpe, Mary Musgrove, Tomochichi) pp. 44 Sequoyah pp.100 Scientists Serving Others (Marie Curie, Louis Pasteur, George Washing Carver, Eloy Rodriguez) pp. 144</p>	<p>Selected test items from Houghton Mifflin Test Generator or Assessment Options book</p> <p>Historic figure timeline</p> <p>Write a paragraph to tell how the journeys of the Cherokee and Creek were alike</p> <p>Oral report on how students would honor Sequoyah</p> <ul style="list-style-type: none"> • Oral Teacher designed test • Chapter review pp. 71 • Timeline pp. 73 • Write about it pp. 67 <p><i>Social Studies TE</i></p> <ul style="list-style-type: none"> ○ Comparison writing pp. 65 ○ Uses of plants pp. 	<p>Individuals, Groups, and Institutions</p> <p>Locations</p> <p>Time, change and continuity</p> <p>Scarcity</p>

	<p>SS2G2 The student will describe the cultural and geographic systems associated with the historical figures in SS2H1 and Georgia’s Creeks and Cherokees.</p> <p>a. Identify specific locations significant to the life and times of each historic figure on a political map.</p> <p>b. Describe how place (physical and human characteristics) had an impact on the lives of each historic figure.</p> <p>c. Describe how each historic figure adapted to and was influenced by his/her environment.</p> <p>d. Trace examples of travel and movement of these historic figures and their ideas across time.</p> <p>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> <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 style="text-align: center;">55</p> <p>Sample Test Question: Most Cherokee today live where?</p> <p>a. New York b. Georgia c. Oklahoma d. Florida</p>	
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**Clayton County Curriculum Guide
Elementary Social Studies
Grade 2
Unit 5
Civil Rights**

Teaching Time	Georgia Performance Standards Addressed	Resources	Assessment/Performance Task	GPS Vocabulary Focus
30 days	<p>Unit Five Standards: SS2H1 The student will read about and describe the lives of historical figures in Georgia history.</p> <p style="padding-left: 20px;">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).</p> <p style="padding-left: 20px;">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).</p> <p>SS2G2 The student will describe the cultural and geographic systems associated with the historical figures in SS2H1 and Georgia's Creeks and Cherokees.</p> <p style="padding-left: 20px;">a. Identify specific locations significant to the life and times of each</p>	<p>Houghton Mifflin Jackie Robinson pp.136 Martin Luther King Jr. pp. 194 Character Traits pp. R8-R9</p> <p>http://www.eduplace.com/ eServices, TE, user id: claytonteacher2, password: password</p> <p>http://www.eduplace.com/kids/socsci/ga/books/bke1/student_activities</p> <p><i>Weekly Reader</i></p> <p>Inventions and Change pp. 116 Andrea's Family History pp.48 Keeping Food Cold pp. 116</p>	<p>Selected test items from Houghton Mifflin Test Generator or Assessment Options book</p> <p>Create timeline of Jackie Robinson's PERFORMANCES TASKS: <i>Effective Strategies for the Elementary Teacher</i></p> <ul style="list-style-type: none"> • Creative Problem Solving pp. 36, rubric pp. 91-92 • Graphic Organizers pp. 1-7 • Brainstorming pp.14 <p><i>Social Studies TE</i></p> <ul style="list-style-type: none"> • Draw it pp. 195 • Write about it pp. 137 <p>ASSESSMENTS:</p> <ul style="list-style-type: none"> • Oral comprehension check 	<p>Individuals, Groups, and Institutions</p> <p>Time, change and continuity</p> <p>Scarcity</p>

	<p>historic figure on a political map.</p> <p>b. Describe how place (physical and human characteristics) had an impact on the lives of each historic figure.</p> <p>c. Describe how each historic figure adapted to and was influenced by his/her environment.</p> <p>d. Trace examples of travel and movement of these historic figures and their ideas across time.</p> <p>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> <p>SS2CG1 The student will define the concept of government and the need for rules and laws.</p> <p>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.</p>		<ul style="list-style-type: none"> • Teacher designed test • Freedom Ringing pp. 194 • Civil Rights History pp. 194 • Qualities of Heroes pp. 136 <p>Present orally how people’s lives are better because of the work of historically figures</p> <p>Sample question: What award did Martin Luther King Jr. receive for his work?</p> <ul style="list-style-type: none"> a. The Nobel Peace Prize b. The Civil Rights Award c. The Academy Award d. The Speech Award 	
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**Clayton County Curriculum Guide
Elementary Social Studies
Grade 2
Unit 6
Georgia at Work**

Teaching Time	Georgia Performance Standards Addressed	Resources	Assessment/Performance Task	GPS Vocabulary Focus
30 days	<p>SS2H1 The student will read about and describe the lives of historical figures in Georgia history.</p> <p>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).</p> <p>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).</p> <p>SS2G2 The student will describe the cultural and geographic systems associated with the historical figures in SS2H1 and Georgia’s Creeks and Cherokees.</p> <p>a. Identify specific locations significant to the life and times of each historic figure on a political map.</p> <p>b. Describe how place (physical and human characteristics) had an impact on the lives of each historic figure.</p> <p>c. Describe how each historic figure</p>	<p>Houghton Mifflin</p> <p>Solving Problems pp. 182</p> <p>Democracy pp. 206</p> <p>Government Leaders pp. 197-209</p> <p>A Citizen’s Government pp. 210</p> <p>Jimmy Carter pp. 200</p> <p>Scientists Serving Others (Marie Curie, Louis Pasteur, George Washing Carver, Eloy Rodriguez) pp. 144</p> <p>Abigail Adams pp. 172</p> <p>Social Studies Frameworks: Unit 6- Georgia at Work</p> <p>Timeline pp. 4</p> <p>Website Resources pp. 8-9</p> <p>Peanut Postcard pp. 4</p>	<p>Selected test items from Houghton Mifflin Test Generator or Assessment Options book</p> <p>School rule activity TE pg. 206</p> <p>Discuss the different government levels and determine the largest unit and the smallest unit. Use index cards and string to make a vertical mobile</p> <p>Make a riddle book of government officials or service workers</p> <p>PERFORMANCES TASKS:</p>	<p>Distribution Of Power</p> <p>Individuals, Groups, and Institutions</p> <p>Locations</p> <p>Scarcity</p>

	<p>adapted to and was influenced by his/her environment.</p> <p>d. Trace examples of travel and movement of these historic figures and their ideas across time.</p> <p>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> <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> <p>a. President (leader of our nation) b. Governor (leader of our state) c. Mayor (leader of a city)</p> <p>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.</p> <p>SS2CG4 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.</p> <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</p>	<p>Compare and Contrast pp. 3 Spider Web pp.3 Jimmy Carter and Me pp. 5 Create your own currency pp. 4 Website Resources pp. 8-9</p> <p>http://www.proteacher.com/090000.shtml - Lesson Plans and corresponding activities for the concepts of culture, current events, family and community, geography, history, citizenship, economics, and religion and ethics.</p> <p>http://ecedweb.unomaha.edu/lessons/lessonsK-5.cfm - Excellent Economic Lesson Plans with Concepts and Activities</p> <p>http://ecedweb.unomaha.edu/K-12/K-5concepts.cfm - Economic Concepts with appropriate online lesson links</p>	<p><i>Effective Strategies for the Elementary Teacher</i></p> <ul style="list-style-type: none"> • Creative Problem Solving pp. 36, rubric pp. 91-92 • Graphic Organizers pp. 1-7 • Brainstorming pp.14 <p><i>Social Studies TE</i></p> <ul style="list-style-type: none"> • Government in the News pp. 213 <p>ASSESSMENTS:</p> <ul style="list-style-type: none"> • Oral comprehension check • Teacher designed test • Activity pp. 199 • Write about it pp. 201 • Making a chart of branches of government pp. 205 • Chapter review pp. 210 <p>Sample question: Who is the leader of our</p>	
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	others). SS2E3 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. SS2E4 The student will describe the costs and benefits of personal spending and saving choices		nation a. a judge b. the president c. the mayor d. the principal	
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**Clayton County Curriculum Guide
Elementary Social Studies
Grade 2
Unit 7
Personal Finance**

Teaching Time	Georgia Performance Standards Addressed	Resources	Assessment/Performance Task	GPS Vocabulary Focus
25 days	<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 trade easier than barter.</p> <p>SS2E4 The student will describe the costs and benefits of personal spending and saving choices</p> <p>SS2G2 The student will describe the cultural and geographic systems associated with the historical figures in</p> <p>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.</p>	<p>Houghton Mifflin More about jobs pp. 73 More about spending pp. 123 Making Choice pp.128-129 Spending and saving pp.150-153, 161</p> <p>Finding your Way pp. 82 The Milkmaid pp. 130 Sally’s Choices pp. 129 Money in Gina’s Savings Account pp. 153 Class Spending pp. 155 Spend your Dollar pp. 154</p>	<p>Selected test items from Houghton Mifflin Test Generator or Assessment Options book PERFORMANCES TASKS:</p> <ul style="list-style-type: none"> • <i>Effective Strategies for the Elementary Teacher</i> • <i>Social Studies TE</i> <ul style="list-style-type: none"> ○ Create a mobile pp.161 ○ Organize a weekly budget <p>Keep a classroom bank (using money manipulative and discuss tips for saving and spending).</p> <p>Sample question: What does the word barter mean?</p> <ol style="list-style-type: none"> a. earning a small income b. saving money in a bank c. trading without money d. producing many goods 	<p>Production, Distribution, & Consumption</p> <p>Scarcity</p>