

2nd Grade Social Studies

Key Instructional Activities

In second grade, the various social studies strands become interwoven with 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 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. Map and Globe skills and informational processing skills matrices are introduced as a foundation for students to use locate, analyze, and synthesize information related to social studies topics and apply this information to solve problems and make decisions. Map and Globe and Informational Processing Skills Matrices are integrated as a foundation for students to locate, analyze, and synthesize information related to social studies topics.

The College, Career, and Civic Life (C3) Framework for Social Studies State Standards enhance the rigor in K-12 Civics, Economics, Geography, and History studies. This framework enhances rigor, builds critical thinking, problem solving, and participatory skills necessary for students to become engaged citizens. The C3 Framework serves as the foundation of the Georgia Standards of Excellence.



The C3 Framework emphasizes the acquisition and application of knowledge to prepare students for college, career, and civic life. The Four Dimensions center on the use of questions to spark curiosity, guide instruction, deepen investigations, acquire rigorous content, and apply knowledge and ideas in real world settings to enable students to become active and engaged citizens in the 21st century.



HOUSTON COUNTY
BOARD OF EDUCATION
HIGH-ACHIEVING STUDENTS

Along with content knowledge, students will be introduced to the following skills through a broad range of topics

- Using a compass rose to identify cardinal and intermediate directions
- Using a letter/number grid system to determine location
- Comparing and contrasting the categories of natural, cultural, and political features found on maps
- Using map key/legend to acquire information from historical, physical, political, resource, product, and economic maps
- Organizing items chronologically
- Identifying main idea, detail, sequence of events, and cause and effect in a social studies context
- Identifying and using primary and secondary sources
- Interpreting timelines, charts, and tables
- Constructing charts and tables
- Analyzing artifacts

(More information on the skills matrices can be found as an appendix to the GSE at Georgiastandards.org)

The C3 Social Studies Classroom

Inquiry-based approaches...provide students with opportunities to authentically engage in social studies with intellectual, student-centered learning activities. Through inquiry, students can be motivated to explore their curiosities and build their knowledge using approaches beyond simple recitation and memorization of facts (Dague, 2020).

Inquiry Based Practices

1. Teachers and students balance their thoughts, beliefs, and practices.

- Teachers strike a balance between their expertise by allowing students to learn and do on their own with support from the teacher.
- Students actively construct knowledge rather than passively receive it.
- Students engage with featured sources to construct their arguments with support from the teacher.
- Students construct content knowledge and make arguments independently and collaboratively.

2. Teachers and students balance assessment needs.

- Teachers develop assessments through formative and summative performance tasks that give students opportunities to learn by doing.
- Teachers create a variety of performance tasks (e.g., T-charts, debates, structured discussions, claim-making, arguments).
- Teachers focus on process and product when supporting students' arguments.
- Students are independent in their work with supporting scaffolding.
- Students develop ideas freely and provide support for all of their ideas.

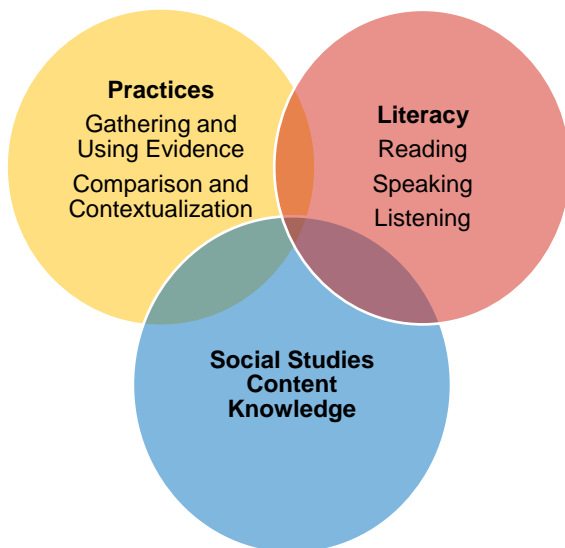
3. Teachers provide students with scaffolding to complete the complex academic work of inquiry.

- Teachers provide constant feedback and support students' learning as they navigate questions, tasks, and sources.
- Students consider multiple perspectives to deepen their knowledge.

4. Teachers develop practices that are considerate of students' interest and skills.

- Teachers to stage the compelling question to promote students' interest.
- Teachers to encourage students to take their ideas beyond the classroom.
- Students to work with sources that spark their curiosity and interest in the topic.

Content and Skills Integration



FROM A Social Studies Classroom Where...	TO A Social Studies Classroom Where...
Students experience an additional nonfiction reading class or textbook-focused instruction.	Students learn to read, discuss, and write like social scientists.
Students develop literacy skills and social studies practices separately.	Students develop disciplinary literacy skills and social science practices in tandem.
Students learn content knowledge.	Students integrate and apply concepts, skills, and content knowledge.

2nd Grade Social Studies System Pacing Overview



This guide provides an overview of what your student will learn in his or her second grade social studies course. It focuses on the key skills your student will learn, which will build a strong foundation for success in social studies studied throughout elementary, middle, and high school. This guide is based on the state-adopted Georgia Standards of Excellence.

August

Unit 1: Connecting Themes

This unit is designed to introduce students to the six themes that will feature prominently in second grade social studies. Activities will focus on distribution of power; individuals, groups, and institutions; location; production, distribution, and consumption; scarcity; and time, change, and continuity. At the conclusion of this unit students should demonstrate effective use of the enduring understandings, and apply the enduring understandings to their lives and to prior knowledge

September

Unit 2: Our Georgia

In this unit, students will learn about the roles of the Mayor, Governor, and President as they establish the need for rules and laws. They will have a full understanding of who makes decisions in our city, state, and nation. Students will learn the significance of the location of cities in Georgia in relation to rivers, landforms and resources in each region. Students will also learn the similarities and differences of each of the five regions of Georgia. Students will be introduced to the concept of allocation, or distribution, of goods and services. This can be applied throughout the year to understand other economic concepts.

October - December

Unit 3: Georgia's First People

In this unit, students will learn about the lives of the early Cherokee and Creek. They will have a full understanding of how life in modern Georgia is similar and different from the life of the Creek and Cherokee, including location, how needs are met, and use of resources. Students will also learn the impact of Sequoyah's accomplishments on the Cherokee Nation. Additionally, students will develop understanding of how the Creek, Cherokee, and modern Georgians all must make choices because of scarcity. Students will recognize that there are still Creek and Cherokee in Georgia today.

January

Unit 4: Georgia Becomes a Colony

In this unit, students will learn how Georgia was founded. Students will learn how the cooperation and friendship between Tomochichi and James Oglethorpe were essential in order to have a successful colony. Students will also learn the importance of Mary Musgrove's role in the founding of Georgia. They will have a full understanding of how life in modern Georgia is similar and different to the life of the settlers, including location, how needs are met, and use of resources.

February-March

Unit 5: Georgians and Civil Rights

In this unit, students will learn about the influence of Martin Luther King, Jr. and Jackie Robinson during the Civil Rights Movement. Students will study King's and Robinson's civil rights work and contributions that have influenced America's past, present, and future. Students will have a full understanding of how their life in modern Georgia is similar and different to the lives of King and Robinson. Additionally, students will develop an understanding of how scarcity affects their own lives, and that economic choices result in opportunity costs

April-May

Unit 6: Georgia Leaders

In this unit, students will learn about President Jimmy Carter and Juliette Gordon Low. Students will learn how the leadership of Low was beneficial in the establishment and the continued success of the Girl Scouts. Students will also learn the significance of Jimmy Carter's life, from his beginnings as a farmer in rural Georgia to his time as the President of the United States. They will have a full understanding of how their lives in modern Georgia are similar to and different from the lives of Carter and Low. Additionally, students will develop an understanding of how saving, spending, and economic choices affect their own lives.

If the young learners of this nation are to become effective participants in a democratic society, then social studies must be an essential part of the curriculum throughout the elementary years. In a world that demands independent and cooperative problem solving to address complex social, economic, ethical, and personal concerns, core social studies content is as basic for success as reading, writing, and computing. Knowledge, skills, and attitudes necessary for informed and thoughtful participation in society require a systematically developed elementary program focused on concepts from the four core social studies disciplines: civics, economics, geography and history. (NCSS, 2017)

HOW CAN YOU SUPPORT YOUR CHILD'S SUCCESS?

The adoption of more rigorous standards in Social Studies has led to a change in how social studies is taught in the classroom. As a parent/guardian, you can encourage critical thinking, problem solving, and participatory skills necessary for students to become engaged citizens by asking questions. In each unit, students should have the opportunity to develop their own questions about content, apply disciplinary tools to expand their thinking, evaluate credible sources to gather information, communicate conclusions after inquiries, and determine whether to take action based on new understandings about the world in which we live.

Dimension of Learning	Questions You Might Ask
Developing Questions and Planning Inquiries	<ul style="list-style-type: none"> • What are you learning in social studies? • What do you wonder about that? • What feelings and thoughts do you have about this topic? • What questions does it raise? • Why do you think this is important for us to learn?
Applying Disciplinary Concepts and Tools	<ul style="list-style-type: none"> • Historian: How do we know about the past? What has changed or stayed the same over time? Why is this important in American history? • Geographer: What does a map show us? Why do people move from place to place? How can we describe the people in this place? • Political Scientist: What rights do people have? How do people work together? Are people being treated fairly? • Economist: How do people meet their needs and wants? How do people earn income? What goods and services are being produced and consumed?
Evaluating Sources and Using Evidence	<ul style="list-style-type: none"> • Where could you find out more information about the people, places, objects, activities that you are learning about in history? Try to find one or two other sources in print and online. • Who do you think took this photo and where was it? What do you see that could prove where it is located and when it was taken? • How do you know if this source is fact or an opinion?
Communicating Conclusions and Taking Informed Action	<ul style="list-style-type: none"> • What claim would you make based on these sources? • Has your thinking changed after learning about this topic? • Have you thought about what you can do to take action to help address an issue related to the topic you are studying in class?

Resources that may help your student in 2nd Grade Social Studies.

Bring history alive as a family by visiting around the state of Georgia: historic homes and sites, battlefields, forts, local museums, and cemeteries. Also, visit additional resources online:

<https://www.georgiastandards.org/Georgia-Standards/Pages/Social-Studies-K-5.aspx><https://www.icivics.org/>

<http://gcss.net/uploads/files/gr2socstkidsbooks.pdf>

<https://georgiahistory.com/>

<https://www.georgiaencyclopedia.org/>

<https://www.readworks.org/books/passages#!q:g:t:pt:/features:/>

<https://constitutionday.civiced.org/>

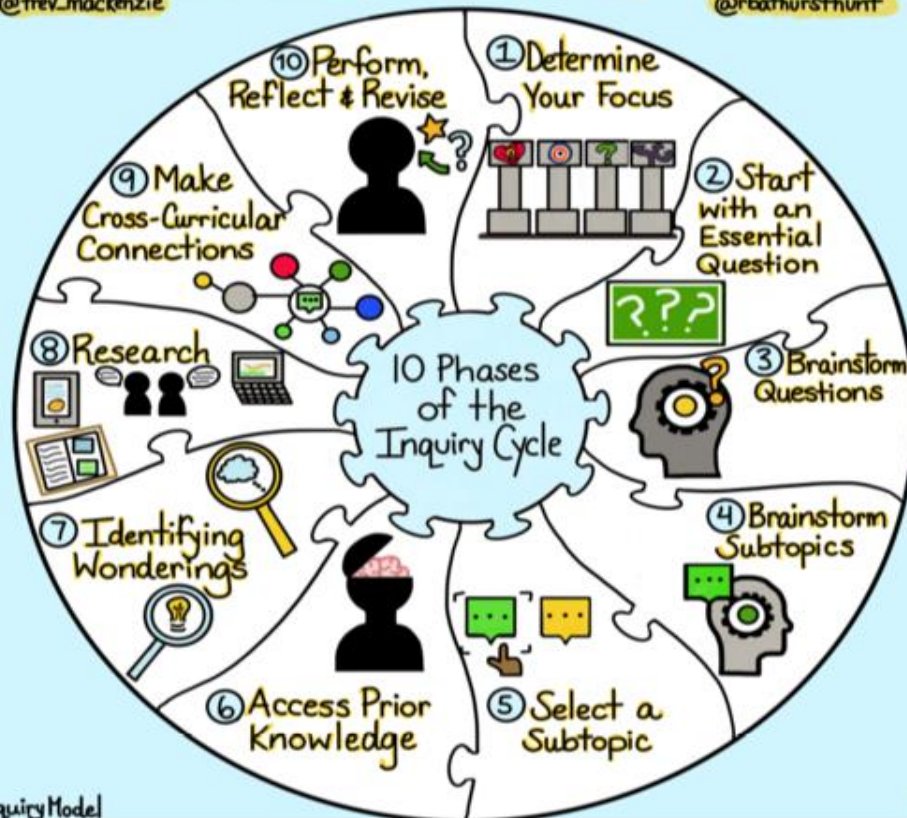
<https://www.americanhistoryforkids.com/>

<https://www.ducksters.com/>

The Inquiry Cycle

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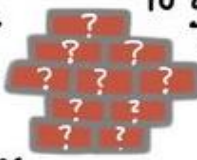



Inspired by: Alberta Inquiry Model

#InquiryMindset

10 Characteristics of the Inquiry Classroom

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- 1 Nurture student passions & talents 
 - 2 Empower student voice & honour student choice 
 - 3 Increase motivation and engagement 
 - 4 Foster curiosity and a love for learning 
 - 5 Teach grit, perseverance, growth mindset & self-regulation 
 - 6 Make research meaningful & develop strong research skills 
 - 7 Deepen understanding to go beyond memorizing facts and content 
 - 8 Fortify the importance of asking good questions 
 - 9 Enable students to take ownership over their own learning and to reach their goals 
 - 10 Solve the problems of tomorrow in the classrooms of today 
- Genius Hour**
 **20% Time**
 Passion Projects

Information in this brochure has been taken in part from the following sources: Georgiastandards.org, C3 Framework, Trevor McKenzie, and National Council for the Social Studies,