Social Studies Curriculum Guide

SECOND GRADE

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August 2009
# Grade/Course: *Grade Two – Georgia, My State*

**Standards:** G1a,b  
3 weeks

## Unit One: Before There Was a Georgia

### Themes and Concepts/Topics:
- Geographic Setting  
  - regions  
  - rivers

### Contributions
- James Oglethorpe  
- Tomochichi  
- Mary Musgrove

### Geographic Setting
- City of Savannah  
- Savannah River  
- Yamacraw Bluff

### Character
- honesty  
- dependability  
- civility

### Everyday Life
- rules and laws  
- hunt, fish, farm  
- build shelters

### Economic Choices
- choice/opportunity cost  
- resource allocation  
- money vs. barter/trade

**Standards:** H1a,b; H2; G2a,b,c,d,e; C1; C3; E1; E2  
3 weeks

## Unit Two: Georgia’s Beginnings

### Themes and Concepts/Topics:
- Contributions  
  - James Oglethorpe  
  - Tomochichi  
  - Mary Musgrove

### Geographic Setting
- City of Savannah  
- Savannah River  
- Yamacraw Bluff

### Character
- honesty  
- dependability  
- civility

### Everyday Life
- rules and laws  
- hunt, fish, farm  
- build shelters

### Economic Choices
- choice/opportunity cost  
- resource allocation  
- money vs. barter/trade

**Standards:** H1a,b; G2a,b,c,d,e; C1; C3; E1; E2  
3 weeks

## Unit Three: Native Georgians

### Themes and Concepts/Topics:
- Contributions  
  - Sequoyah  
  - Creek  
  - Cherokee

### Geographic Setting
- New Echota  
- Trail of Tears  
- Oklahoma

### Character
- patience

### Everyday Life
- syllabary/alphabet  
- *Cherokee Phoenix* newspaper  
- Racial discrimination

### Economic Choices
- choice/opportunity cost  
- resource allocation – land lottery  
- money vs. barter/trade

**Standards:** H1a,b; G2a,b,c,d,e; C1; C3; E1; E2  
3 weeks

## Unit Four: Civil Rights

### Themes and Concepts/Topics:
- Contributions  
  - Jackie Robinson  
  - Martin Luther King, Jr.  
  - Civil Rights Movement

### Geographic Setting
- Atlanta  
- Albany  
- Brooklyn

### Character
- good sportsmanship  
- honor  
- liberty

### Everyday Life
- baseball  
- racial discrimination

### Economic Choices
- choice/opportunity cost  
- resource allocation  
- money vs. barter/trade
Standards: H1a,b; G2a,b,c,d,e; CG1; CG2a,b,c; CG3; CG4a,b; E1; E2; E3
3 weeks

Unit Five:
Human Rights

Themes and Concepts/Topics:
Contributions
- Jimmy Carter
- Chief Executive (Governor and President)

Geographic Setting
- Plains
- Atlanta
- Washington, DC
- capitol/capital

Character
- compassion
- trustworthiness

Everyday Life
- farmer

Economic Choices
- choice/opportunity cost
- resource allocation
- money vs. barter/trade

Standards: E4
3 weeks

Unit Six:
Personal Finance

Themes and Concepts/Topics:
Contributions
- smart spending and saving

Economic Choices
- costs
- benefits
Grade 2
Unit 1: Before There Was a Georgia

Elaborated Unit Focus: The focus of this unit is the major topographical features of Georgia.

GPS Standards:

Geography
G1 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, Flint
Earth has many different landforms and water forms.

- How do the natural features of Georgia make our state unique?
Grade Two
Unit 2: Georgia’s Beginnings

Elaborated Unit Focus: The focus of this unit is the founding of Georgia by the British at Savannah and their interactions with the Creek natives.

GPS Standards:

History
H1 The student will read about and describe the lives of historical figures James Oglethorpe, Tomochichi, and Mary Musgrove in Georgia history.
   a. Identify the contributions made by James Oglethorpe, Tomochichi, and Mary Musgrove to the founding of Georgia.
   b. Describe how everyday life of James Oglethorpe, Tomochichi, and Mary Musgrove was similar to and different from everyday life in the present (food, clothing, homes, transportation, communication, recreation, rights and freedoms).

Geography
G2 The student will describe the cultural and geographic systems associated with the historical figures James Oglethorpe, Tomochichi, and Mary Musgrove.
   a. Identify specific locations significant to the life and times of James Oglethorpe, Tomochichi, and Mary Musgrove on a political map.
   b. Describe how place (physical and human) impacted the lives of James Oglethorpe, Tomochichi, and Mary Musgrove.
   c. Describe how James Oglethorpe, Tomochichi, and Mary Musgrove adapted to and were influenced by their environments.
   d. Trace examples of travel and movement of James Oglethorpe, Tomochichi, and Mary Musgrove and their ideas across time.
   e. Describe how the region in which James Oglethorpe, Tomochichi, and Mary Musgrove lived affected their lives and compare these regions to the region in which the students live.

Civics and Government
CG1 The student will define the concept of government and the need for rules and laws.
CG3 The student will give examples of how the historic figures James Oglethorpe, Tomochichi, and Mary Musgrove demonstrate the positive citizenship traits of honesty, dependability, liberty, trustworthiness, honor, civility, patience, and compassion.

Economics
E1 The student will explain that because of scarcity, people must make choices and incur opportunity costs.
E2 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).
E3 The student will explain that people usually use money to obtain the goods and services they want.
   a. Explain how money makes trade easier than barter.
Grade Two – Unit 2
Enduring Understandings and Unit Essential Questions

Many people do things that improve life for other people.
- How did James Oglethorpe, Tomochichi, and Mary Musgrove help make life better for people in Georgia? (SS2H1a)
- How did James Oglethorpe, Tomochichi, and Mary Musgrove show good character traits? (SS2CG3)

People in the past had different kinds of food, clothing, homes, transportation, communication, recreation, rights and freedoms from people today.
- How was daily life for James Oglethorpe, Tomochichi, and Mary Musgrove the same as and different from life for people in Georgia today? (SS2H1b)

The natural world and people around us shape what we do.
- How were the decisions made by James Oglethorpe, Tomochichi, and Mary Musgrove connected to where they lived? (SS2G2)

To protect the rights of the people, governments create rules and laws.
- Why do people need rules and laws? (SS2G1)

Scarcity requires people to make choices and those choices have opportunity costs.
- What was the opportunity cost of decisions made by James Oglethorpe, Tomochichi, Mary Musgrove? (SSE1)

Scarce goods and services are allocated (given out) in a variety of ways which have advantages and disadvantages.
- How are goods and services allocated? (SS2E2)

Using money to exchange for goods and services is easier than trading or bartering.
- How is using money better than trading or bartering? (SSE3)
Elaborated Unit Focus: The focus of this unit is the culture of the Cherokee natives and their interaction with European settlers.

GPS Standards:

History
H1 The student will read about and describe the life of Sequoyah in Georgia history.
   a. Identify the contributions made by Sequoyah in developing a Cherokee alphabet.
   b. Describe how everyday life of Sequoyah was similar to and different from everyday life in the present (food, clothing, homes, transportation, communication, recreation, rights and freedoms).
H2 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.

Geography
G2 The student will describe the cultural and geographic systems associated with the historical figure Sequoyah.
   a. Identify specific locations significant to the life and times of Sequoyah on a political map.
   b. Describe how place (physical and human) impacted the life of Sequoyah.
   c. Describe how Sequoyah adapted to and was influenced by his environment.
   d. Trace examples of travel and movement of Sequoyah and his ideas across time.
   e. Describe how the regions in which Sequoyah lived affected his life and compare these regions to the region in which the students live.

Civics and Government
CG1 The student will define the concept of government and the need for rules and laws.
CG3 The student will give examples of how the historic figure Sequoyah demonstrates the positive citizenship traits of honesty, dependability, liberty, trustworthiness, honor, civility, patience, and compassion.

Economics
E1 The student will explain that because of scarcity, people must make choices and incur opportunity costs.
E2 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).
E3 The student will explain that people usually use money to obtain the goods and services they want.
   a. Explain how money makes trade easier than barter.
Enduring Understandings and Unit Essential Questions

Many people do things that improve life for other people.
- How did the Cherokee help make life better for people in Georgia? (SS2H1a)
- How did Sequoyah show good character traits? (SS2CG3)

People in the past had different kinds of food, clothing, homes, transportation, communication, recreation, rights and freedoms from people today.
- How was daily life for the Cherokee the same as and different from life for people in Georgia today? (SS2H1b)

The natural world and people around us shape what we do.
- How were the decisions made by the Cherokee connected to where they lived? (SS2G2)

To protect the rights of the people, governments create rules and laws.
- Why do people need rules and laws? (SS2CG1)

Scarcity requires people to make choices and those choices have opportunity costs.
- What was the opportunity cost of decisions made by the Cherokee? (SSE1)

Scarce goods and services are allocated (given out) in a variety of ways which have advantages and disadvantages.
- How are goods and services allocated? (SS2E2)

Using money to exchange for goods and services is easier than trading or bartering.
- How is using money better than trading or bartering? (SSE3)
Grade Two
Unit 4: Civil Rights

Elaborated Unit Focus: The focus of this unit is the contributions of Jackie Robinson and Martin Luther King, Jr. as leaders in the movement towards civil rights.

GPS Standards:

History
H1 The student will read about and describe the lives of historical figures Jackie Robinson and Martin Luther King, Jr. in Georgia history.
a. Identify the contributions made by Jackie Robinson and Martin Luther King, Jr. to improving civil rights.
b. Describe how everyday life of Jackie Robinson and Martin Luther King, Jr. was similar to and different from everyday life in the present (food, clothing, homes, transportation, communication, recreation, rights and freedoms).

Geography
G2 The student will describe the cultural and geographic systems associated with the historical figures Jackie Robinson and Martin Luther King, Jr.
a. Identify specific locations significant to the life and times of Jackie Robinson and Martin Luther King, Jr. on a political map.
b. Describe how place (physical and human) impacted the lives of Jackie Robinson and Martin Luther King, Jr.
c. Describe how Jackie Robinson and Martin Luther King, Jr. adapted to and were influenced by their environments.
d. Trace examples of travel and movement of Jackie Robinson and Martin Luther King, Jr. and their ideas across time.
e. Describe how the region in which Jackie Robinson and Martin Luther King, Jr. lived affected their lives and compare these regions to the region in which the students live.

Civics and Government
CG1 The student will define the concept of government and the need for rules and laws.
CG3 The student will give examples of how the historic figures Jackie Robinson and Martin Luther King, Jr. demonstrate the positive citizenship traits of honesty, dependability, good sportsmanship, liberty, trustworthiness, honor, civility, patience, and compassion.

Economics
E1 The student will explain that because of scarcity, people must make choices and incur opportunity costs.
E2 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).
Many people do things that improve life for other people.
- How did Jackie Robinson and Martin Luther King, Jr. help make life better for people in Georgia? (SS2H1a)
- How did Jackie Robinson and Martin Luther King, Jr. show good character traits? (SS2CG3)

People in the past had different kinds of food, clothing, homes, transportation, communication, recreation, rights and freedoms from people today.
- How was daily life for Jackie Robinson and Martin Luther King, Jr. the same as and different from life for people in Georgia today? (SS2H1b)

The natural world and people around us shape what we do.
- How were the decisions made by Jackie Robinson and Martin Luther King, Jr. connected to where they lived? (SS2G2)

To protect the rights of the people, governments create rules and laws.
- Why do people need rules and laws? (SS2CG1)

Scarcity requires people to make choices and those choices have opportunity costs.
- What was the opportunity cost of decisions made by Jackie Robinson and Martin Luther King, Jr.? (SSE1)

Scarce goods and services are allocated (given out) in a variety of ways which have advantages and disadvantages.
- How are goods and services allocated? (SS2E2)
Elaborated Unit Focus: The focus of this unit is the life of Jimmy Carter as a human rights advocate from his childhood in Plains to the Governor’s Mansion, to the White House, and a winner of the Nobel Peace Prize.

GPS Standards:

History
H1 The student will read about and describe the life of Jimmy Carter in Georgia history.
   a. Identify the contributions made by Jimmy Carter to expanding human rights.
   b. Describe how everyday life of Jimmy Carter was similar to and different from everyday life in the present (food, clothing, homes, transportation, communication, recreation, rights and freedoms).

Geography
G2 The student will describe the cultural and geographic systems associated with Carter.
   a. Identify specific locations significant to the life of Jimmy Carter on a political map.
   b. Describe how place (physical and human) impacted the life of Jimmy Carter.
   c. Describe how Jimmy Carter adapted to and was influenced by his environment.
   d. Trace examples of travel and movement of Jimmy Carter and his ideas across time.
   e. Describe how the region in which Jimmy Carter lived affected their lives and compare these regions to the region in which the students live.

Civics and Government
CG1 The student will define the concept of government and the need for rules and laws.
CG2 The student will identify the roles of elected officials in the executive branch.
   a. Identify the role of president as leader of our nation.
   b. Identify the role of governor as leader of our state.
   c. Identify the role of the mayor as leader of a city.
CG3 The student will give examples of how Carter demonstrates the positive citizenship traits.
CG4 The student will demonstrate knowledge of Atlanta and Washington, DC as capital cities, and distinguish between the US capitol and Georgia capitol in pictures.
   a. Identify the state and national capitol buildings from pictures.
   b. Locate on a map the capitals of the United States of America (Washington, D.C.) and the state of Georgia (Atlanta).

Economics
E1 The student will explain that because of scarcity, people must make choices and incur opportunity costs.
E2 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).
E3 The student will explain that people usually use money to obtain the goods and services they want.
Grade Two – Unit 5
Enduring Understandings and Unit Essential Questions

Many people do things that improve life for other people.
- How has Jimmy Carter helped make life better for people in our state? (SS2H1a)
- How did Jimmy Carter show positive character traits? (SS2CG3)

People in the past had different kinds of food, clothing, homes, transportation, communication, recreation, rights and freedoms from people today.
- How was daily life for Jimmy Carter the same as and different from life for people today? (SS2H1b)

The natural world and people around us shape what we do.
- How were the decisions made by Jimmy Carter connected to where he lived? (SS2G2)

To protect the rights of the people, governments create rules and laws.
- Why do people need rules and laws? (SS2CG1)

Different levels of government have different leaders and different capitals.
- How do the president, governor, and mayor provide leadership? (SS2CG2a,b,c)
- How are the capital cities of the United States and Georgia alike and different? (SS2CG4a,b)

Scarcity requires people to make choices and those choices have opportunity costs.
- What was the opportunity cost of decisions made by Jimmy Carter? (SS2E1)

Scarcely goods and services are allocated (given out) in a variety of ways which have advantages and disadvantages.
- How are goods and services allocated? (SS2E2)

Using money to exchange for goods and services is easier than trading or bartering.
- How is using money better than trading or bartering? (SSE3)
Elaborated Unit Focus: The focus of this unit is the self-discipline required to make informed and reasoned decisions concerning wise spending and saving choices.

GPS Standards:

Economics
E4 The student will describe the costs and benefits of personal spending and saving choices.
Grade Two – Unit 6
Enduring Understandings and Unit Essential Questions

Decisions about personal spending and saving have both costs and benefits.
- How do decisions about spending have both costs and benefits? (SS1E4)
- How do decisions about saving have both costs and benefits? (SS1E4)
Grade Two
Summary of Enduring Understandings

Unit 1: Before There Was a Georgia
- Earth has many different landforms and water forms.

Unit 2: Georgia’s Beginnings
- Many people do things that improve life for other people.
- People in the past had different kinds of food, clothing, homes, transportation, communication, recreation, rights and freedoms from people today.
- The natural world and people around us shape what we do.
- To protect the rights of the people, governments create rules and laws.
- Scarcity requires people to make choices and those choices have opportunity costs.
- Scarce goods and services are allocated (given out) in a variety of ways which have advantages and disadvantages.
- Using money to exchange for goods and services is easier than trading or bartering.

Unit 3: Native Georgians
- Many people do things that improve life for other people.
- People in the past had different kinds of food, clothing, homes, transportation, communication, recreation, rights and freedoms from people today.
- The natural world and people around us shape what we do.
- To protect the rights of the people, governments create rules and laws.
- Scarcity requires people to make choices and those choices have opportunity costs.
- Scarce goods and services are allocated (given out) in a variety of ways which have advantages and disadvantages.
- Using money to exchange for goods and services is easier than trading or bartering.

Unit 4: Civil Rights
- Many people do things that improve life for other people.
- People in the past had different kinds of food, clothing, homes, transportation, communication, recreation, rights and freedoms from people today.
- The natural world and people around us shape what we do.
- To protect the rights of the people, governments create rules and laws.
- Scarcity requires people to make choices and those choices have opportunity costs.
- Scarce goods and services are allocated (given out) in a variety of ways which have advantages and disadvantages.
Unit 5: Human Rights

- Many people do things that improve life for other people.
- People in the past had different kinds of food, clothing, homes, transportation, communication, recreation, rights and freedoms from people today.
- The natural world and people around us shape what we do.
- To protect the rights of the people, governments create rules and laws.
- Different levels of government have different leaders and different capitals.
- Scarcity requires people to make choices and those choices have opportunity costs.
- Scarce goods and services are allocated (given out) in a variety of ways which have advantages and disadvantages.
- Using money to exchange for goods and services is easier than trading or bartering.

Unit 6: Personal Finance

- Decisions about personal spending and saving have both costs and benefits.
### Social Studies Skills Matrices

#### MAP AND GLOBE SKILLS

**GOAL:** The student will use maps to retrieve social studies information.

- **I:** indicates when a skill is introduced in the standards and elements as part of the content
- **D:** indicates grade levels where the teacher must develop that skill using the appropriate content
- **M:** indicates grade level by which student should achieve mastery, the ability to use the skill in all situations
- **A:** indicates grade levels where students will continue to apply and improve mastered skills

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<thead>
<tr>
<th>Map and Globe Skills</th>
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<th>9-12</th>
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<tbody>
<tr>
<td>1. use cardinal directions</td>
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<td>2. use intermediate directions</td>
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<td>3. use a letter/number grid system to determine location</td>
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<td>4. compare and contrast the categories of natural, cultural, and political features found on maps</td>
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<td>5. use inch to inch map scale to determine distance on map</td>
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<td>6. use map key/legend to acquire information from, historical, physical, political, resource, product and economic maps</td>
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<td>7. use a map to explain impact of geography on historical and current events</td>
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<td>8. draw conclusions and make generalizations based on information from maps</td>
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<td>9. use latitude and longitude to determine location</td>
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<td>10. use graphic scales to determine distances on a map</td>
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<td>11. compare maps of the same place at different points in time and from different perspectives to determine changes, identify trends, and generalize about human activities</td>
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<td>12. compare maps with data sets (charts, tables, graphs) and for readings to draw conclusions and make generalizations</td>
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INFORMATION PROCESSING SKILLS

GOAL: The student will be able to locate, analyze, and synthesize information related to social studies topics and apply this information to solve problems/make decisions.

I: indicates when a skill is introduced in the standards and elements as part of the content
D: indicates grade levels where the teacher must develop that skill using the appropriate content
M: indicates grade level by which student should achieve mastery, the ability to use the skill in all situations
A: indicates grade levels where students will continue to apply and improve mastered skills

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<th>6</th>
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<th>9-12</th>
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</thead>
<tbody>
<tr>
<td>1. compare similarities and differences</td>
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<td>A</td>
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<td>2. organize items chronologically</td>
<td>I</td>
<td>D</td>
<td>D</td>
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<td>3. identify issues and/or problems and alternative solutions</td>
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<td>4. distinguish between fact and opinion</td>
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<td>5. identify main idea, detail, sequence of events, and cause and effect in a social studies context</td>
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<td>6. identify and use primary and secondary sources</td>
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<td>7. interpret timelines</td>
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<td>8. identify social studies reference resources to use for a specific purpose</td>
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<td>9. construct charts and tables</td>
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<td>10. analyze artifacts</td>
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<td>11. draw conclusions and make generalizations</td>
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<td>12. analyze graphs and diagrams</td>
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<td>13. translate dates into centuries, eras, or ages</td>
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<td>14. formulate appropriate research questions</td>
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<td>15. determine adequacy and/or relevancy of information</td>
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<td>16. check for consistency of information</td>
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<td>17. interpret political cartoons</td>
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