School District	Subject	Grade Level		
Fowler	**Social Studies**	**2nd**		
Quarter 1	2024-2025			
Content/Resources	*Skills*	*Related Skills/ Modifications*	*Vocabulary*	*Assessment*
Geography **Chapter 2 – People, Places, and Environments** ***Suggested Resources:*** McGraw Hill-Impact Social Studies • Research Companion • Inquiry Journal • Explorer Magazine • IMPACT NEWS • Online Access • Foldables Guided Highlighting Readworks.org Reading A-Z Scholastic News Brainpop **Websites:** https://earth.google.com/ **Chapter 2, Lesson 1** **2.G1.1** Use and construct maps, graphs, and other geographic representations of familiar and unfamiliar places in the world; and locate physical and human features:	**Chapter 2** **Essential Question:** **How Does Geography Help Us Understand Our World?** We will learn how: • Geography affects people and the ways in which people use the land • To gain an understanding of how to use maps and globes and the vocabulary we use to talk about geography **Chapter 2, Lesson 1** How Do We Use Maps to Find Places? We will learn how to:	**Chapter 2 Objectives:** I can use geography to learn more about where I live. I can describe people and different places they live. I can explore my community and how it affects who I am. I can engage in conversation about my community. I can explain how and why communities change. **Chapter 2, Lesson 1 Objectives:** I can explore different types of maps. I can discover and discuss how to use maps and map tools.	**Chapter 2** compass rose continent environment geography landforms location rural suburban urban community **Academic Vocabulary** describe explore discuss explain discover	***Chapter 2 Suggested Assessment:*** Pre-Test (online access only) Formative Assessment throughout the lesson (Exit Ticket) Chapter 2 Test Inquiry Project Wrap-Up

• Key physical features include but are not limited to seven continents, oceans, lakes, rivers, mountain ranges, coasts, seas, and deserts • Key human features include but are not limited to equator, hemispheres, North and South Pole, cities, states, countries, regions, and landmarks	• Use different types of maps and how to use them • Find the natural features of a place, such as mountains and rivers, on a physical map	I can describe how to use maps and map tools to find locations.		
Chapter 2, Lesson 2 **2.G1.1** Use and construct maps, graphs, and other geographic representations of familiar and unfamiliar places in the world; and locate physical and human features: • Key physical features include but are not limited to seven continents, oceans, lakes, rivers, mountain ranges, coasts, seas, and deserts • Key human features include but are not limited to equator, hemispheres, North and South Pole, cities, states, countries, regions, and landmarks. **2.G4.1** Identify different physical and cultural regions in the world.	**Chapter 2, Lesson 2** **<u>Where Am I in the World?</u>** We will learn how to: • Continue learning how to use maps and map tools to tell where someone or something is • Explore maps of a neighborhood, a state, the United States, and North America	**Chapter 2, Lesson 2 Objectives:** I can describe the locations of people, places, and objects. I can use a grid map to find a location. I can discuss locations using key details. I can write a sentence to tell about a location.		
Chapter 2, Lesson 3 **2.G1.2** Use maps, globes, and other simple geographic models to identify and explain cultural and environmental characteristics of places in the world based on stories shared. **2.G2.2** Describe how human activities affect the communities and the environment of places or regions.	**Chapter 2, Lesson 3** **<u>How Does Geography Affect the Way People Use Land?</u>** We will learn how to: • Learn how their lives are influenced by geography • Explore some of the ways people use the land in different types of communities as well as how geography affects the type of home people build	**Chapter 2, Lesson 3 Objectives:** I can explore different ways people use land. I can explain how land affects how people live. I can describe differences in communities based on geographical location. I can engage in a discussion about Arizona being a desert, and ways we have had to adapt in order to live here.		

Chapter 2, Lesson 4 **2.G1.2** Use maps, globes, and other simple geographic models to identify and explain cultural and environmental characteristics of places in the world based on stories shared. **2.G2.1** Explain how weather, climate, and other environmental characteristics affect people's lives in a place or region being studied. **2.G4.1** Identify different physical and cultural regions in the world. **Chapter 2, Lesson 5** **2.G3.1** Explain why and how people, goods, and ideas move from place to place. ● Key concepts include but are not limited to transportation, trade, immigration, migration, and communication.	**Chapter 2, Lesson 4** **<u>How Can We Describe Our Environment?</u>** We will learn how to: ● Learn about the environment in different places in the United States ● Learn about John Muir's contributions to protect the environment **Chapter 2, Lesson 5** **<u>How Does Geography Affect the Ways People Move?</u>** We will learn how to: ● Discuss how people move from place to place in many different ways ● Explain the geographical features, like mountains, deserts, canyons, and rivers affect transportation.	**Chapter 2, Lesson 4 Objectives:** I can explain the environment of the United States. I can describe features of the environment in different parts of the United States and how they impact the way people live. I can listen and respond to classmates' ideas about how landforms and features make nearby places special. I can write about a nearby environmental feature, using evidence and details to describe it. **Chapter 2, Lesson 5 Objectives** I can explain how features in the environment affect travel. I can describe how a feature such as a mountain might impact travel. I can discuss how authors describe problems and solutions in a text. I can write about how to travel to a chosen destination within the state. I can engage in a conversation and share about a time I traveled with my family. I can write a paragraph describing the time I traveled with my family, and add an illustration.		

Quarter 2	*2024-2025*			
Content/Resources	*Skills*	*Related Skills/ Modifications*	*Vocabulary*	*Assessment*
History **Chapter 1- Today and Long Ago** ***Suggested Resources:*** McGraw Hill-Impact ● Research Companion ● Inquiry Journal ● Explorer Magazine ● IMPACT NEWS ● Online Access ● Foldable Guided Highlighting Readworks.org Reading A-Z **Websites:** **http://earth.google.com**	**Chapter 1** **Essential Question:** **Why Is It Important to Learn About the Past?** We will learn how to: ● Investigate how communities have changed and also remained the same over time. ● Study the past and the tools we use to study history ● Gain a growing understanding of the vocabulary used to discuss the past	**Chapter 1 Objectives:** I can investigate how things change over time and how they stay the same I can interview an adult and create a timeline of the local community I can compare the past and the present I can explore ways immigration impacts the United States, in the past and today. I can investigate history through artifacts and photographs. I can state ways my life has changed since March 2020. I can discuss the people that help keep me safe in my community.	**Chapter 1** artifact community culture history immigrant past present primary source secondary source tradition timeline celebrate **Academic Vocabulary** investigate interview compare/contrast explore identify discuss	***Chapter 1 Suggested Assessment:*** Pre-Test (online access only) Formative Assessment throughout the lesson (Exit Ticket) Chapter 1 Test Inquiry Project Wrap-Up

Chapter 1, Lesson 1 **2.H1.3** Examine developments from the civilization and/or culture in a place or region studied.	**Chapter 1, Lesson 1** **<u>How Do We Learn About the Past?</u>** We will learn how to: ● Investigate how things change over time and how they stay the same ● Learn about the study of the past and the tools we use to study history ● Gain a growing understanding of the vocabulary used to discuss the past	**Chapter 1, Lesson 1 Objectives:** I can explore ways to learn about history. I can identify some of the tools people use to learn about history. I can listen and respond to classmates' ideas about their past experiences. I can write about tools people use to learn about the past.	explain	
Chapter 1, Lesson 2 **2.HI.1** Explain how individuals can make contributions to a civilization and/or culture in a place or region studies.	**Chapter 1, Lesson 2** **<u>How are Families Part of a Community?</u>** We will learn how to: ● Explain how families are part of a community ● Celebrate traditions, cultures, and holidays as a family and with their community	**Chapter 1, Lesson 2 Objectives:** I can explain how families live together in a community. I can read about how traditions and cultures are shared by families. I can discuss why different traditions and cultures are important to families and to communities. I can write about a tradition my family has that is special to me. I can write about how families are part of a community		

Chapter 1, Lesson 3 **2.H1.2** Using primary and secondary sources, compare civilizations and/or cultures around the world and how they have changed over time in a place or regions studied.	**Chapter 1, Lesson 3** **<u>How Has Daily Life Changed Over Time?</u>** We will learn how to: ● Explore what school, home, work, fun, games, and communities are like now and what they were like in the past ● Show connections between the past and the present	**Chapter 1, Lesson 3 Objectives:** I can compare and contrast daily life today with daily life in the past. I can explain how the present is connected to the past. I can describe daily life in the past and the present. I can engage in discussions about how daily life has changed over time. I can engage in a discussion and share if my family has moved. I can write about one part of daily life that has changed from the past.		
Chapter 1, Lesson 4 **2.H3.1** Generate questions about the institutions and belief systems of different societies. ● Key concepts include but are not limited to religion, governments, economic systems, and education	**Chapter 1, Lesson 4** **<u>Why Do People Move?</u>** We will learn how to: ● Learn about families who came to the United States from other countries and how they made new homes here ● Learn about how Jane Addams helped immigrants in Chicago, Illinois	**Chapter 1, Lesson 4 Objectives:** I can explore what it is like to come to the United States from another country I can describe the journey one family took from China to San Francisco I can identify events in the correct sequence I can write about steps families took as they moved to the United States		
Chapter 1, Lesson 5 **2.HI.1** Explain how individuals can make contributions to a civilization and/or culture in a place or region studies.	**Chapter 1, Lesson 5** **<u>How Do People in the Past Affect Our Lives Today?</u>**	**Chapter 1, Lesson 5 Objectives:** I can explain how people in the past affect our lives today.		

Civics, Economics, and History **Chapter 5- People Who Make a Difference** ***Suggested Resources:*** McGraw Hill-Impact • Research Companion • Inquiry Journal • Explorer Magazine • IMPACT NEWS • Online Access • Foldables Guided Highlighting Readworks.org Reading A-Z Biographies-Civil Rights movement figures, artists, athletes, scientists (Check your school libraries for available biographies.) **Websites:** **https://earth.google.com/** **Chapter 5, Lesson 1** **2.C2.2** Explain how all people, not just official leaders, play important roles in the world.	• Learn how family members from long ago influenced their lives • Learn how famous Americans from the past affect their lives in the present **Chapter 5** **Essential Question:** **<u>How Can People Make a Difference in Our World?</u>** We will learn how to: • Identify qualities that make these people admirable and even heroic. • Build the understanding that each of us has a role in making a difference and think about how they can make a difference in the world **Chapter 5, Lesson 1** **<u>What Makes a Hero?</u>** We will learn how to:	I can identify supporting details that show how famous Americans from the past helped shape the present. I can listen carefully to what others have to say during class discussions. I can write about ways people from the past affect people's lives today. **Chapter 5 Objectives:** I can investigate how people have made and can make a difference in the world. I can explore different ways to make an impact, from social justice to scientific discoveries. I can investigate how art and athletics can impact our world. I can compare different perspectives on what qualities make a hero. I can create a buddy bench for the school. **Chapter 5, Lesson 1 Objectives:** I can identify the qualities of a hero. I can explore historical and modern heroes.	**Chapter 5** boycott hero inspire integrate justice protest protest scientist segregate athlete artist **Academic Vocabulary** identify explore	***Chapter 5 Suggested Assessment:*** Pre-Test (online access only) Formative Assessment throughout the lesson (Exit Ticket) Chapter 5 Test Inquiry Project Wrap-Up

	• Think about the qualities that make a person a hero • Read about people who have contributed positively to the world	I can write about what a hero is and what a hero might do. I can engage in conversations about heroes and the qualities that make a person a hero.	investigate compare/contrast create discuss	
Chapter 5, Lesson 2 **2.C4.1** Explain how people work together to identify and solve problems within our world. **2.HI.1** Explain how individuals can make contributions to a civilization and/or culture in a place or region studies.	**Chapter 5, Lesson 2** **<u>How Can People Work for Justice?</u>** We will learn how: • People in this lesson took risks to do what they thought was right • They worked for freedom, equality, and justice They helped to change the world by standing up for what they believed in	**Chapter 5, Lesson 2 Objectives:** I can explore the meaning of justice and how people work for it. I can read about individuals who worked to make an unfair situation fair. I can discuss ways that people make a difference in the world. I can write about ways people can work for justice.		
Chapter 5, Lesson 3 **2.C2.2** Explain how all people, not just official leaders, play important roles in the world. **2.HI.1** Explain how individuals can make contributions to a civilization and/or culture in a place or region studies.	**Chapter 5, Lesson 3** **<u>What Differences Have Scientists Made?</u>** We will learn how to: • Discuss the work of scientists and explain how one scientist made a difference	**Chapter 5, Lesson 3** I can investigate how scientists have made a difference in our lives. I can discuss why scientists and understand what they did. I can explain the impact of the work of one scientist.		
Chapter 5, Lesson 4 **2.C2.2** Explain how all people, not just official leaders, play important roles in the world.	**Chapter 5, Lesson 4** **<u>How Do Athletes Inspire Us?</u>** We will learn how:	**Chapter 5, Lesson 4** I can describe specific things athletes have done that are inspiring.		

Chapter 5, Lesson 5 **2.C2.2** Explain how all people, not just official leaders, play important roles in the world.	● Athletes inspire us through their accomplishments, the challenges they have overcome, the determination to work to become the best, and their work away from sports **Chapter 5, Lesson 5** **<u>Why is Art Important?</u>** We will learn how to: ● Explain that you will explore different kinds of artists and how their art helps other people see and understand the world in different ways	I can discuss challenges some athletes have had to overcome. I can write about how an athlete has inspired you. **Chapter 5, Lesson 5 Objectives:** I can explore different kinds of art and artists. I can compare and contrast different kinds of artists. I can identify ways that art makes the world a better place. I can engage in collaboration conversations to discuss different artists and their impact. I can write about an artist and tell how his or her art has made the world a better place.		

Quarter 3	*2024-2025*			
Content/Resources	*Skills*	*Related Skills/ Modifications*	*Vocabulary*	*Assessment*
Economics **Chapter 3-Economics: Goods and Services** ***Suggested Resources:*** McGraw Hill-Impact • Research Companion • Inquiry Journal • Explorer Magazine • IMPACT NEWS • Online Access • Foldables Guided Highlighting Readworks.org Reading A-Z **Websites:** **https://earth.google.com/** **https://www.azecon.org/** **Chapter 3, Lesson 1** **2.E1.2** Describe reasons to save or spend money.	**Chapter 3** **Essential Question:** **<u>How Do We Get What We Want and Need?</u>** We will learn how to: • Investigate foundational economic concepts • Learn about wants, needs, goods, and services. • Gain an understanding of how producers and consumers rely on each other and how communities get what they need **Chapter 3, Lesson 1** **<u>What Are Wants and Needs?</u>** We will learn how to: • Differentiate between wants and needs and why we have to make economic choices • Be aware of the importance of saving • Be sensitive to children's various economic backgrounds when discussing what they want versus what they need	**Chapter 3 Objectives:** I can determine the difference between needs and wants. I can investigate work done to provide goods and services. I can explore how producers and consumers depend on each other. I can discover how food is produced. I can explore how communities work to get what they need. **Chapter 3, Lesson 1 Objectives:** I can explore the difference between wants and needs. I can identify the reasons why people make economic choices. I can analyze the benefits of saving versus spending. I can listen and respond to classmates' ideas about economic wants and needs.	**Chapter 3** consumer distributor goods manufactured needs processor producer scarcity services wants economy **Academic Vocabulary** difference compare/contrast investigate explore discover identify analyze	***Chapter 3 Suggested Assessment:*** Pre-Test (online access only) Formative Assessment throughout the lesson (Exit Ticket) Chapter 3 Test Inquiry Project Wrap-Up

Chapter 3, Lesson 2 **2.E3.1** Identify and describe the goods and services that are produced around the world. **2.E3.2** Explain how people around the world earn income.	**Chapter 3, Lesson 2** **<u>How Do We Use Goods and Services?</u>** We will learn how to: ● Investigate goods and services and how we get them ● Understand that some people earn income by producing goods and providing services, while volunteers donate their time to produce goods or provide services	**Chapter 3, Lesson 2 Objectives:** I can list goods and services in the local community. I can describe the connection between work and goods and services. I can engage in collaborative conversations about goods, services, and the work that is done to provide them. I can write about goods and services in the local community.	examine	
Chapter 3, Lesson 3 **2.E3.3** Explain how people can be producers and consumers in a global economy.	**Chapter 3, Lesson 3** **<u>How Do Producers and Consumers Depend on One Another?</u>** We will learn how to: ● Identify how producers make goods and consumers buy and use goods and the producers can also be consumers ● Explore the process of making, buying, and selling goods	**Chapter 3, Lesson 3** I can explore how producers and consumers depend on one another. I can compare and contrast producers and consumers. I can engage in collaborative conversations to discuss the roles of producers and consumers in our economy.		
Chapter 3, Lesson 4 **2.E1.1** Identify different occupations and skills needed in a global economy.	**Chapter 3, Lesson 4** **<u>Where Do the Goods We Use Come From?</u>** We will learn how to: ● Explore some of the processes involved in making and distributing goods	**Chapter 3, Lesson 4 Objectives:** I can explore where food and other goods come from. I can explain the roles of different people in making, selling, and buying goods. I can discuss how different regions depend on each other.		

Chapter 3, Lesson 5 **2.E3.1** Identify and describe the goods and services that are produced around the world. **2.E5.1** Illustrate how a country's resources determine what is produced and traded.	● Discuss the roles people play in those processes and how parts of the country depend on each other for goods and services **Chapter 3, Lesson 5** **<u>How Do Communities Get What They Want and Need?</u>** We will learn how to: ● Identify how people work together in communities ● Discuss how climate, weather, and natural resources affect the needs and wants of a community ● Explore the concept of scarcity and the ways in which communities make decisions ● Identify how Cesar Chavez was a person who worked hard to help the migrant-worker community	I can describe ways people can bring healthy food to others. I can write about the sequence of events involved in producing a good. I can engage in a conversation and share healthy foods that I enjoy eating. **Chapter 3, Lesson 5** I can explore communities and their needs and wants. I can discuss how communities work together. I can define scarcity and its impact. I can analyze community decision making. I can examine the life of Cesar Chavez		

Quarter 4	*2024-2025*			
Content/Resources	*Skills*	*Related Skills/ Modifications*	*Vocabulary*	*Assessment*
Civics **Chapter 4- How Government Works** ***Suggested Resources:*** McGraw Hill-Impact • Research Companion • Inquiry Journal • Explorer Magazine • IMPACT NEWS • Online Access • Foldables Guided Highlighting Readingworks.org Reading A-Z **Websites:** **https://earth.google.com/** **Chapter 4, Lesson 1** **2.C2.2** Explain how all people, not just official leaders, play important roles in the world.	**Chapter 4** **Essential Question:** **Why Do We Need Government?** We will learn how to: • Investigate the role of government and how government affects lives • Differentiate between rules and laws and how they help citizens Distinguish between how citizens and countries work together to make their communities and the world a better place **Chapter 4, Lesson 1** **Why Do We Have Rules?** We will learn how to: • Apply rules to guide people in a society to get along with each other and keep things fair • Recognize that rules help people stay safe and healthy and that there are consequences for breaking them	**Chapter 4 Objectives:** I can explain why we have rules and distinguish between rules and laws. I can describe how laws are made including the role different branches of government have in making laws. I can discuss the functions of federal and state governments. I can explore why people need to follow laws and what happens when laws are not obeyed. I can investigate the ways citizens and governments work together to solve problems and how countries cooperate with each other. **Chapter 4, Lesson 1 Objectives:** I can explain what rules are and why we need them. I can examine the relationship between causes and effects. I can identify various rules in both the classroom and society and the consequences for breaking them.	**Chapter 4** citizen court government jury law nation rule trial legislative branch executive branch judicial branch governor President judge consequences issues/world problems **Academic Vocabulary** explain	***Chapter 4 Suggested Assessment:*** Pre-Test (online access only) Formative Assessment throughout the lesson (Exit Ticket) Chapter 4 Test Inquiry Project Wrap-Up

Chapter 4, Lesson 2 **2.C2.1** Describe roles and responsibilities of people in authority within our country and world. **Chapter 4, Lesson 3** **2.C4.2** Explain how rules function in public settings. **2.E4.1 (Economics)** Describe the public services that governments provide and how they meet the needs of individuals. **Chapter 4, Lesson 4** **2.C4.1** Explain how people work together to identify and solve problems within our world. **2.E4.1 (Economics)** Describe the public services that governments provide and how they meet the needs of individuals.	**Chapter 4, Lesson 2** **<u>How Do We Make Laws?</u>** We will learn how to: ● Identify how the United States government makes laws ● Explain the process for making laws through the constitution ● Deepen understanding of the roles of lawmakers and judges **Chapter 4, Lesson 3** **<u>Why Should People Follow Laws?</u>** We will learn how to: ● Understand what happens when people don't follow given rules ● Identify how laws protect our rights and that following rules and laws keeps us safe and healthy ● Understand how people in our communities help us follow laws **Chapter 4, Lesson 4** **<u>How Do Citizens and Government Work Together?</u>** We will learn how to: ● Identify how citizens have worked to make changes ● Identify how citizens can engage with community government to create positive change	**Chapter 4, Lesson 2 Objectives:** I can explore what laws are and how they are made. I can examine the three branches of government and what they do. I can explain the purpose of the Constitution. I can write about who makes laws and how they make them. **Chapter 4, Lesson 3 Objectives:** I can explore why people should follow rules. I can examine ways that laws protect our rights. I can identify people who help us follow laws and explain what they do. I can follow my classroom's rules. **Chapter 4, Lesson 4 Objectives:** I can explore how citizens work with the government to make changes. I can explain what citizens and government do to make communities better. I can engage in collaborative conversations about citizens and government working together.	describe discuss explore investigate identify cause/effect	

Chapter 4, Lesson 5 **2.C4.1** Explain how people work together to identify and solve problems within our world.	**Chapter 4, Lesson 5** **<u>How Do Countries Work Together?</u>** We will learn how to: ● Identify how different countries cooperate with each other ● Explore problems that countries work together to solve	I can describe specific ways citizens and government work to solve a problem. **Chapter 4, Lesson 5 Objectives:** I can describe ways countries work together. I can identify world problems that countries have to solve together. I can explain how countries work through ideas to find solutions to problems. I can discuss the work of the United Nations using key details. I can write about a problem and tell a possible solution.		

***These skills are to be used in conjunction with the above standards. The number behind SP correlates to the same standards that also have the same number. For example, SP.1's correlate with standards E1, G1, and H1 for Economics, Geography, and History.**

DISCIPLINARY SKILLS AND PROCESSES
2.SP1.1 Create a chronological sequence of multiple events.
2.SP1.2 Understand how events of the past affect students' lives and community.
2.SP1.3 Generate questions about individuals and groups who have shaped a significant historical change.
2.SP2.1 Compare diverse cultures from around the world using primary sources such as photographs, artifacts, and music and secondary sources such as fiction and non-fiction.
2.SP2.2 Compare perspectives of people in the past to those today through stories and biographies.
2.SP3.1 Identify facts and concepts associated with compelling and supporting questions.
2.SP3.2 Determine and use different kinds of sources to answer compelling and supporting questions.
2.SP3.3 Generate questions about a particular source as it relates to an event or development.
2.SP3.4 Gather relevant information from one or two sources.
2.SP3.5 Ask and answer questions about explanations and arguments.
2.SP3.6 Present a summary of an argument or explanation using print, oral, or digital technology.
2.SP4.1 Generate possible reasons for an event or development.
2.SP4.2 Select which reasons might be more likely than others to explain an event or development.