School District	Subject	Grade Level	1	
Fowler	Social Studies	2 nd	1	
Quarter I	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 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 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 compass rose continent environment geography landforms location rural suburban urban	Chapter 2 Suggested Assessment: Pre-Test (online access only) Formative Assessment throughout the lesson (Exit Ticket) Chapter 2 Test
Chapter 2, Lesson I 2.GI.I Use and construct maps, graphs, and other geographic representations of familiar and unfamiliar places in the world;	Chapter 2, Lesson I How Do We Use Maps to Find Places? We will learn how to:	Chapter 2, Lesson I Objectives: I can explore different types of maps. I can discover and discuss how to use	Academic Vocabulary describe explore discuss explain	Inquiry Project Wrap-Up
representations of familiar and unfamiliar places in the world; and locate physical and human features:	How Do We Use Maps to Find Places? We will learn how to:	I can discover and discuss how to use maps and map tools.	discover	

- 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

Chapter 2, Lesson 2 2.G1.I

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.I

Identify different physical and cultural regions in the world.

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.

- 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

Where Am I in the World?

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

How Does Geography Affect the Way People Use Land?

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.I

Explain how weather, climate, and other environmental characteristics affect people's lives in a place or region being studied.

2.G4.I

Identify different physical and cultural regions in the world.

Chapter 2, Lesson 5

2.G3.I

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

How Can We Describe Our Environment?

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

How Does Geography Affect the Ways People Move?

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.

Ouarter 2	2024-2025			
Content/Resources	Skills	Related Skills/ Modifications	Vocabulary	Assessment
Quarter 2 Content/Resources History Chapter I- 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 I 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 I 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 I artifact community culture history immigrant past present primary source secondary source tradition	Assessment Chapter I Suggested Assessment: Pre-Test (online access only) Formative Assessment throughout the lesson (Exit Ticket) Chapter I Test Inquiry Project
	, , , , , , , , , , , , , , , , , , ,	I can state ways my life has changed since March 2020. I can discuss the people that help keep me	primary source	the lesson (Exit Ticket) Chapter I Test
			timeline celebrate	W ар-Ор
			Academic Vocabulary investigate	
			interview	
			compare/contrast explore	
			identify	
			discuss	

			explain	
Chapter I, Lesson I 2.H1.3 Examine developments from the civilization and/or culture in a place or region studied.	Chapter I, Lesson I How Do We Learn About the Past? 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 I, Lesson I 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.		
Chapter I, Lesson 2 2.HI.I Explain how individuals can make contributions to a civilization and/or culture in a place or region studies.	Chapter I, Lesson 2 How are Families Part of a Community? 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 I, 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 I, Lesson 3	Chapter I, Lesson 3	Chapter I, Lesson 3 Objectives:
2.H1.2		I can compare and contrast daily life today
Using primary and secondary sources, compare civilizations and/or cultures around the world and how they have changed	How Has Daily Life Changed Over Time?	with daily life in the past.
over time in a place or regions studied.	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	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.I 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 I, Lesson 4 Why Do People Move? 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 I, 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	Chapter I, Lesson 5 How Do People in the Past Affect Our	Chapter I, Lesson 5 Objectives: I can explain how people in the past affect our lives today.

How Do People in the Past Affect Our

Lives Today?

civilization and/or culture in a place or region studies.

Civics, Economics, and History	Learn how family members from long ago influenced their lives Learn how famous Americans from the past affect their lives in the present	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- 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.)	Chapter 5 Essential Question: How Can People Make a Difference in Our World? 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 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 boycott hero inspire integrate justice protest protest scientist segregate	Chapter 5 Suggested Assessment: Pre-Test (online access only) Formative Assessment throughout the lesson (Exit Ticket) Chapter 5 Test Inquiry Project Wrap-Up
Websites: https://earth.google.com/			athlete artist	
Chapter 5, Lesson I 2.C2.2 Explain how all people, not just official leaders, play important roles in the world.	Chapter 5, Lesson I What Makes a Hero? We will learn how to:	Chapter 5, Lesson I Objectives: I can identify the qualities of a hero. I can explore historical and modern heroes.	Academic Vocabulary identify explore	

Chapter 5, Lesson 2 2.C4.1 Explain how people work together to identify and solve problems within our world. 2.HI.I Explain how individuals can make contributions to a civilization and/or culture in a place or region studies.	 Think about the qualities that make a person a hero Read about people who have contributed positively to the world Chapter 5, Lesson 2 How Can People Work for Justice? 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 	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. 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.	investigate compare/contrast create discuss
Chapter 5, Lesson 3 2.C2.2 Explain how all people, not just official leaders, play important roles in the world. 2.HI.I Explain how individuals can make contributions to a civilization and/or culture in a place or region studies. Chapter 5, Lesson 4	Chapter 5, Lesson 3 What Differences Have Scientists Made? We will learn how to: Discuss the work of scientists and explain how one scientist made a difference Chapter 5, Lesson 4	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.	How Do Athletes Inspire Us? We will learn how:	I can describe specific things athletes have done that are inspiring.	

		1 1	
	 Athletes inspire us through their 	I can discuss challenges some athletes have	
	accomplishments, the challenges	had to overcome.	
	they have overcome, the		
	determination to work to become	I can write about how an athlete has	
	the best, and their work away from	inspired you.	
	sports		
Chapter 5, Lesson 5	Chapter 5, Lesson 5	Chapter 5, Lesson 5 Objectives:	
2.C2.2		I can explore different kinds of art and	
Explain how all people, not just official leaders, play important	Why is Art Important?	artists.	
roles in the world.	We will learn how to:		
	 Explain that you will explore 	I can compare and contrast different kinds	
	different kinds of artists and how	of artists.	
	their art helps other people see		
	and understand the world in	I can identify ways that art makes the	
	different ways	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	Chapter 3 Essential Question:	Chapter 3 Objectives: I can determine the difference between	Chapter 3	Chapter 3 Suggested
Suggested Resources:	How Do We Get What We Want and	needs and wants.	consumer	Assessment:
McGraw Hill-Impact Research Companion Inquiry Journal Explorer Magazine	Need? We will learn how to: ■ Investigate foundational economic	I can investigate work done to provide goods and services.	distributor	Pre-Test (online access only)
 IMPACT NEWS Online Access Foldables 	conceptsLearn about wants, needs, goods, and services.	I can explore how producers and consumers depend on each other.	manufactured	Formative Assessment throughout the
Guided Highlighting Readworks.org	 Gain an understanding of how producers and consumers rely on 	I can discover how food is produced.	needs	lesson (Exit Ticket)
Reading A-Z	each other and how communities get what they need	I can explore how communities work to get what they need.	processor	Chapter 3 Test
			producer	Inquiry Project
Websites: https://earth.google.com/			scarcity	Wrap-Up
https://www.azecon.org/			services	
			wants	
Chapter 3, Lesson I 2.E1.2	Chapter 3, Lesson I	Chapter 3, Lesson I Objectives:	economy	
Describe reasons to save or spend money.	What Are Wants and Needs? We will learn how to: • Differentiate between wants and	I can explore the difference between wants and needs. I can identify the reasons why people	Academic Vocabulary difference	
	needs and why we have to make	make economic choices.	compare/contrast	
	economic choices • Be aware of the importance of	I can analyze the benefits of saving versus spending.	investigate	
	Be sensitive to children's various	I can listen and respond to classmates'	explore	
	economic backgrounds when discussing what they want versus	ideas about economic wants and needs.	discover	
	what they need		identify	
			analyze	

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 How Do We Use Goods and Services? We will learn how to: Investigate goods and services and how we get them Understand that some people earn	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	examine
	income by producing goods and providing services, while volunteers donate their time to produce goods or provide services	about goods, services, and the work that is done to provide them. I can write about goods and services in the local community.	
Chapter 3, Lesson 3 2.E3.3 Explain how people can be producers and consumers in a global economy.	Chapter 3, Lesson 3 How Do Producers and Consumers Depend on One Another? 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 Where Do the Goods We Use Come From? We will learn how to: • Explore some of the processes	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.	
	involved in making and distributing goods	I can discuss how different regions depend on each other.	

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

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

		I can describe specific ways citizens and	
		government work to solve a problem.	
Chapter 4, Lesson 5	Chapter 4, Lesson 5	Chapter 4, Lesson 5 Objectives:	
2.C4.I		I can describe ways countries work	
Explain how people work together to identify and solve	How Do Countries Work Together?	together.	
problems within our world.	We will learn how to: • Identify how different countries	Lean identify would another that	
		I can identify world problems that countries have to solve together.	
	cooperate with each other	countries have to solve together.	
	Explore problems that countries	I can explain how countries work through	
	work together to solve	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.I's correlate with standards EI, GI, and HI 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.