

IMPACT CALIFORNIA SOCIAL STUDIES

GRADE TWO

CURRICULUM PACING GUIDE

Getting Started Tips

- This pacing guide was designed to support teachers and parent educators in the implementation of the “Impact California Social Studies” curriculum from McGraw-Hill.
- Your textbook for this class is called the “Student Research Companion.”
- Your workbook for this class is called the “Student Inquiry Journal.”
- A “Weekly Explorer Magazine” is available for additional enrichment and depth. The magazine follows each chapter and lesson. This is an optional resource and not included in this pacing guide.
- This curriculum is available in hard copy or online. The online program includes accessibility options for students, including a read aloud feature for the textbook.
- The website for logging in to the online materials is: <https://my.mheducation.com/login>
- Your username is the first name of the student and their ID number (no spaces and case sensitive). Ex.: Zachary12345
- Your password is Sutterpeak1 (case sensitive).
- A “Benchmark Assessment” is available for each chapter and lesson to check for student understanding and monitoring their progress through the curriculum. Contact your teacher to access a PDF of the assessment if you are not using the online materials. Or, if you are using the online materials, your teacher can post the assessment online.

LOGGING IN AS A STUDENT

The student experience is designed to be very similar to that of the teacher.

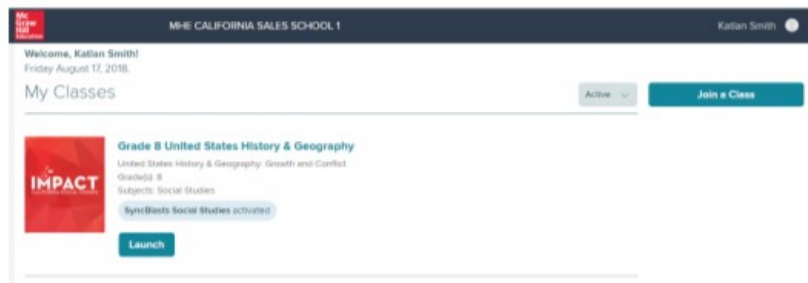
LOGGING IN

Students will log in with their username and password.

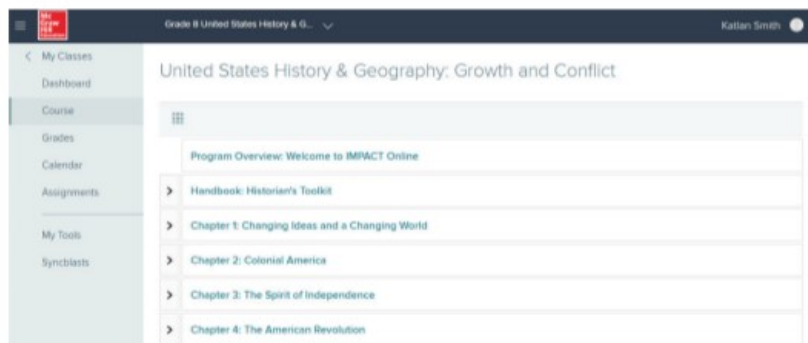


STUDENT DASHBOARD

Students will see a dashboard with the courses that have been assigned to them. Students may launch the course from the dashboard by clicking on the **Launch** button.



Once within a course, students will see a simpler view of the overall course navigation. Clicking on the title tile launches the course table of contents.



Chapter One: Weeks 1-7		
Week #	Lessons	Chapter Focus
1 Chapter One: Families Today and Long Ago Essential Question: Why is it important to study the history of families and learn about the past? Inquiry Project: How Did People Live in the Past?	<input type="checkbox"/> Research Companion Pages 2-11 <input type="checkbox"/> Inquiry Journal Pages 2-5	HSS 2.1 Students differentiate between things that happened long ago and things that happened yesterday.
2 Chapter One, Lesson One: How Do We Learn About Families?	<input type="checkbox"/> Research Companion Pages 12-21 <input type="checkbox"/> Inquiry Journal Pages 6-13	
3 Chapter One, Lesson Two: What Makes a Family?	<input type="checkbox"/> Research Companion Pages 22-31 <input type="checkbox"/> Inquiry Journal Pages 14-21	
4 Chapter One, Lesson Three: How Has Daily Life Changed Over Time?	<input type="checkbox"/> Research Companion Pages 32-41 <input type="checkbox"/> Inquiry Journal Pages 22-29	
5 Chapter One, Lesson Four: Why Did People Move to California?	<input type="checkbox"/> Research Companion Pages 42-51 <input type="checkbox"/> Inquiry Journal Pages 30-37	
6 Chapter One, Lesson Five: What Would It Be Like to Move to a New Country?	<input type="checkbox"/> Research Companion Pages 52-61 <input type="checkbox"/> Inquiry Journal Pages 38-45	
7 Chapter One, Lesson Six: How Do People in the Past Affect Our Lives Today? Chapter Assessment	<input type="checkbox"/> Research Companion Pages 62-69 <input type="checkbox"/> Inquiry Journal Pages 46-53 <input type="checkbox"/> Inquiry Project <input type="checkbox"/> Benchmark Assessment	

Chapter Two: Weeks 8-14		
Week #	Lessons	Chapter Focus
8 Chapter Two: People, Places, and Environments Essential Question: How do maps and globes help us understand our world? Inquiry Project: Finding Out About Different Environments	<input type="checkbox"/> Research Companion Pages 72-79 <input type="checkbox"/> Inquiry Journal Pages 56-59	HSS 2.2 Students demonstrate map skills by describing the absolute and relative locations of people, places, and environments.
9 Chapter Two, Lesson One: How Do We Use Maps to Find Places?	<input type="checkbox"/> Research Companion Pages 80-87 <input type="checkbox"/> Inquiry Journal Pages 60-67	
10 Chapter Two, Lesson Two: Where Am I in the World?	<input type="checkbox"/> Research Companion Pages 88-95 <input type="checkbox"/> Inquiry Journal Pages 68-75	
11 Chapter Two, Lesson Three: How Does Geography Affect the Way People Use Land?	<input type="checkbox"/> Research Companion Pages 96-103 <input type="checkbox"/> Inquiry Journal Pages 76-83	
12 Chapter Two, Lesson Four: How Can We Describe California's Environment?	<input type="checkbox"/> Research Companion Pages 104-117 <input type="checkbox"/> Inquiry Journal Pages 84-91	
13 Chapter Two, Lesson Five: How Does Geography Affect the Ways People Move in California?	<input type="checkbox"/> Research Companion Pages 118-127 <input type="checkbox"/> Inquiry Journal Pages 92-99	
14 Chapter Assessment	<input type="checkbox"/> Inquiry Project <input type="checkbox"/> Benchmark Assessment	

Chapter Three: Weeks 15-21		
Week #	Lessons	Chapter Focus
15 Chapter Three: Economics: Goods and Services Essential Question: How do we get what we want and need? Inquiry Project: Finding Out Where Foods Come From	<input type="checkbox"/> Research Companion Pages 130-137 <input type="checkbox"/> Inquiry Journal Pages 102-105	HSS 2.3 Students explain governmental institutions and practices in the United States and other countries.
16 Chapter Three, Lesson One: What Are Needs and Wants?	<input type="checkbox"/> Research Companion Pages 138-146 <input type="checkbox"/> Inquiry Journal Pages 106-113	
17 Chapter Three, Lesson Two: How Do We Use Goods and Services?	<input type="checkbox"/> Research Companion Pages 146-153 <input type="checkbox"/> Inquiry Journal Pages 114-121	
18 Chapter Three, Lesson Three: How Do Producers and Consumers Depend on One Another?	<input type="checkbox"/> Research Companion Pages 154-161 <input type="checkbox"/> Inquiry Journal Pages 122-129	
19 Chapter Three, Lesson Four: Where Does the Food We Eat Come From?	<input type="checkbox"/> Research Companion Pages 130-137 <input type="checkbox"/> Inquiry Journal Pages 132-139	
20 Chapter Three, Lesson Five: How Do Climate and Geography Affect Farming?	<input type="checkbox"/> Research Companion Pages 172-179 <input type="checkbox"/> Inquiry Journal Pages 138-145	
21 Chapter Three, Lesson Six: How Has Farming Changed Over Time? Chapter Assessment	<input type="checkbox"/> Research Companion Pages 180-187 <input type="checkbox"/> Inquiry Journal Pages 146-153 <input type="checkbox"/> Inquiry Project <input type="checkbox"/> Benchmark Assessment	

Chapter Four: Weeks 22-30		
Week #	Lessons	Chapter Focus
22 Chapter Four: How Government Works Essential Question: Why do we need government? Inquiry Project: All About Laws	<input type="checkbox"/> Research Companion Pages 190-197 <input type="checkbox"/> Inquiry Journal Pages 162-165	HSS 2.4 Students understand basic economic concepts and their individual roles in the economy and demonstrate basic economic reasoning skills.
23 Chapter Four, Lesson One: Why Do We Have Rules?	<input type="checkbox"/> Research Companion Pages 198-207 <input type="checkbox"/> Inquiry Journal Pages 166-173	
24 and 25 Chapter Four, Lesson Two: How Do We Make Laws?	<input type="checkbox"/> Research Companion Pages 208-221 <input type="checkbox"/> Inquiry Journal Pages 174-181	
26 Chapter Four, Lesson Three: Why Should People Follow Laws?	<input type="checkbox"/> Research Companion Pages 222-229 <input type="checkbox"/> Inquiry Journal Pages 182-189	
27 Chapter Four, Lesson Four: How Does California State Government Work?	<input type="checkbox"/> Research Companion Pages 230-235 <input type="checkbox"/> Inquiry Journal Pages 190-197	
28 Chapter Four, Lesson Five: How Do Citizens and Governments Work Together?	<input type="checkbox"/> Research Companion Pages 236-243 <input type="checkbox"/> Inquiry Journal Pages 198-205	
29 Chapter Four, Lesson Six: How Do Countries Work Together When There Are Problems?	<input type="checkbox"/> Research Companion 244-251 <input type="checkbox"/> Inquiry Journal Pages 206-213	
30 Chapter Assessment	<input type="checkbox"/> Inquiry Project <input type="checkbox"/> Benchmark Assessment	

Chapter Five: Weeks 31-36		
Week #	Lessons	Chapter Focus
31 Chapter Five: People Who Made a Difference Essential Question: How can a person make a difference in the lives of others? Inquiry Project: Making a Difference in Your World	<input type="checkbox"/> Research Companion Pages 254-261 <input type="checkbox"/> Inquiry Journal Pages 221-225	HSS 2.5 Students understand the importance of individual action and character and explain how heroes from long ago and the recent past have made a difference in others' lives (e.g., from biographies of Abraham Lincoln, Louis Pasteur, Sitting Bull, George Washington Carver, Marie Curie, Albert Einstein, Golda Meir, Jackie Robinson, Sally Ride).
32 Chapter Five, Lesson One: What Makes a Hero?	<input type="checkbox"/> Research Companion Pages 262-269 <input type="checkbox"/> Inquiry Journal Pages 226-233	
33 Chapter Five, Lesson Two: How Can People Work for Justice?	<input type="checkbox"/> Research Companion Pages 270-277 <input type="checkbox"/> Inquiry Journal Pages 234-241	
34 Chapter Five, Lesson Three: What Differences Have Scientists Made?	<input type="checkbox"/> Research Companion Pages 278-287 <input type="checkbox"/> Inquiry Journal Pages 242-249	
35 Chapter Five, Lesson Four: How Do Athletes Inspire Us?	<input type="checkbox"/> Research Companion Pages 288-295 <input type="checkbox"/> Inquiry Journal Pages 250-257	
36 Chapter Assessment	<input type="checkbox"/> Inquiry Project <input type="checkbox"/> Benchmark Assessment	