



# PROGRAM OVERVIEW SOCIAL STUDIES

EXPLORE MORE, DISCOVER MORE, DO MORE!

## MIDDLE SCHOOL

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- History, Places, and Cultures in Europe and the Americas: Western Hemisphere
- History, Places, and Cultures of Africa, Asia, and Southwest Pacific: Eastern Hemisphere
- United States History: Growth and Development through 1877

# ENGAGE STUDENTS OF TODAY, INSPIRE CITIZENS OF TOMORROW

*McGraw Hill Networks™ is a dynamic student-centered program that aligns to the **Indiana Academic Standards** for the Social Studies and prepares learners for success by engaging student with the C3 Framework and driving through inquiry*



## DEVELOPING QUESTIONS AND PLANNING INQUIRIES

Inquiry activities ignite curiosity and facilitate critical thinking in students to stimulate them to ask questions.

## APPLYING DISCIPLINARY CONCEPTS AND TOOLS

Rigorous, age-appropriate content highlights diverse perspectives for students to analyze with the disciplinary concepts and tools of civics, economics, geography, and history.

## EVALUATING SOURCES AND USING EVIDENCE

Student analysis of primary and secondary sources allow them to harvest meaningful evidence to begin forming their own opinions and arguments.

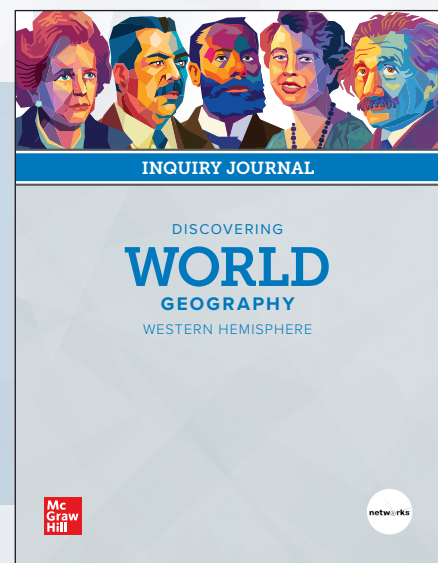
## COMMUNICATING CONCLUSIONS AND TAKING INFORMED ACTION

Stimulate collaboration, problem solving, debate, action, and draw connections to today. By demonstrating relevancy, students realize they have the power to shape the world around them.

## DRIVE WITH INQUIRY

Inquiry is active learning where the teaching begins by sparking curiosity in students. This research-proven method of learning puts students in the driver's seat of their education by seeking answers to the questions they develop.

The Inquiry Journal, available in both print and digital, enables students to make a deeper connection with the content and develop investigative, critical thinking, and analysis skills.





# TEACH YOUR WAY

*Networks* enables flexible pathways for teaching and learning. Planning guides offer a custom path to use the resources—print, digital, inquiry, or project-based—so you can teach your way.

## TEACHER-DIRECTED PATH

The teacher-directed pathway is lead by teachers who are supported with helpful tools like suggested pacing, predicted student misunderstandings, NCSS Standard connections, and more.

SUGGESTED PACING GUIDE	
Introducing the Chapter . . . . . ½ Day	Lesson 3 . . . . . 2 Days
Lesson 1 . . . . . 2 Days	Chapter Wrap-Up and Assessment . . . . . 1 Day
Lesson 2 . . . . . 2 Days	
TOTAL TIME 7 ½ Days	

UNDERSTANDING BY DESIGN®	
<b>Enduring Understanding</b> <ul style="list-style-type: none"> <li>The movement of people, goods, and ideas can have positive and negative impacts.</li> </ul>	<b>Assessment Evidence</b> <p><b>Performance Tasks:</b></p> <ul style="list-style-type: none"> <li>Hands-On Chapter Project</li> </ul> <p><b>Other Evidence:</b></p> <ul style="list-style-type: none"> <li>Primary and Secondary Sources Activities</li> <li>Geography and History Activities</li> <li>Simulation</li> <li>Visual Literacy Activity</li> <li>Economics of History Activity</li> <li>Lesson Quizzes</li> <li>Lesson Reviews</li> <li>Chapter Assessment</li> <li>Chapter Tests Forms A and B</li> </ul>
<b>Essential Question</b> <ul style="list-style-type: none"> <li>What are the effects of political and economic expansion?</li> </ul>	
<b>Predictable Misunderstanding</b> <p><b>Students may think:</b></p> <ul style="list-style-type: none"> <li>Students may wonder why the Aztec did not destroy Hernán Cortés and his small force as soon as the Spanish landed in Mexico. Point out that the Aztec may have hesitated because of a belief that Cortés was the god Quetzalcoatl, who according to legend was exiled and had promised</li> </ul>	

**NCSS Standards covered in The Age of Exploration**

**1 CULTURE**

**6.** How people from different cultures develop diverse cultural perspectives and frames of reference;

**7.** That behaviors, values, and beliefs of different cultures can lead to cooperation or pose barriers to cross-cultural understanding.

## INQUIRY PATH



The Essential Question and "my research questions" begin the inquiry process in the Inquiry Journal and matches dimension 1 of the C3 Framework.

After generating questions, students will engage with text to begin the research needed to answer their questions. This is where they integrate the disciplinary concepts of History, Geography, Civics, and Economics.

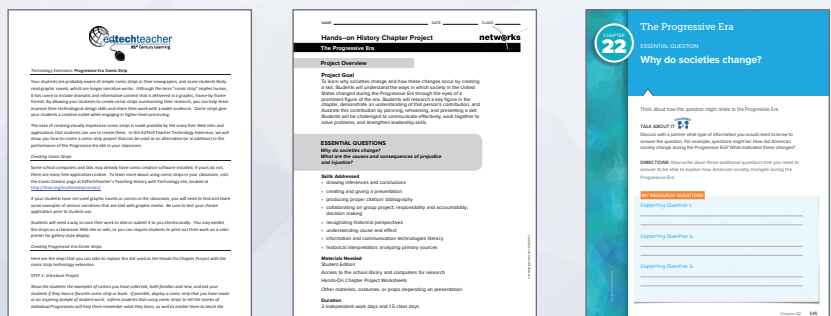
Students will deepen their research by analyzing sources related to that specific historical event or topic.

Students then pull it all together and report their findings through evidence-based writing.

Students put their social science analysis into action with Citizenship Taking Action which cultivated active civic participation.

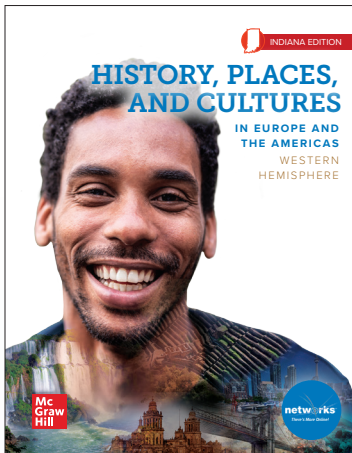
## PROJECT-BASED LEARNING PATH

Students will explore the answers to their questions in the Project-Based Learning path. *Networks* offers three type of projects: Digital Project, Hands-On Project, and Inquiry Journal.



# WORLD GEOGRAPHY

## MIDDLE SCHOOL

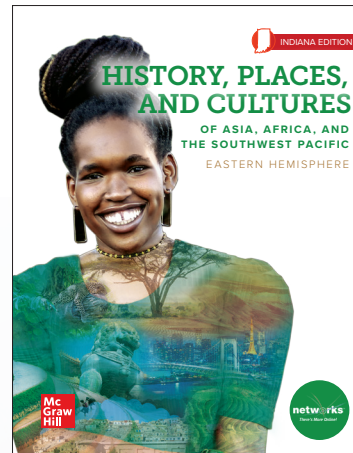


### *History, Places, and Cultures in Europe and the Americas: Western Hemisphere*

Boehm

*History, Places, and Cultures in Europe and the Americas* gives students a firm understanding of places, patterns of settlement, and global interactions covering the areas of Europe, North America, South America, and the Caribbean.

- ▶ **Focus on the big ideas** with an accessible student text built around Essential Questions, enduring ideas, and National Geography standards
- ▶ **Put students in the middle of the action** with Explore the World unit openers and unit maps, as well as The Story Matters and Step Into Place and Time chapter openers
- ▶ Bring world geography to life with high-interest, cumulative **Hands-On Chapter projects**
- ▶ Check out **ePals™ Global Collaboration projects** online
- ▶ **LearnSmart®** with a personalized eBook offers adaptive learning to each student.

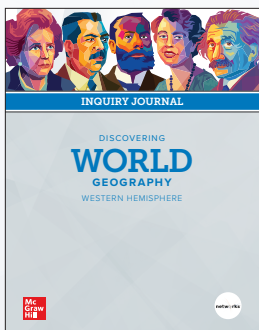


### *History, Places, and Cultures of Africa, Asia, and Southwest Pacific: Eastern Hemisphere*

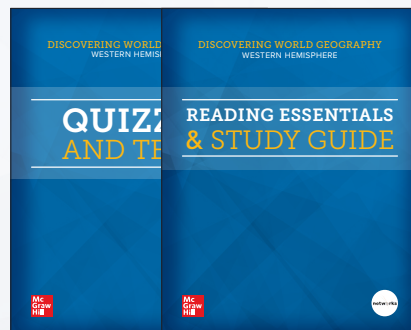
Boehm

*History, Places, and Cultures of Africa, Asia, and Southwest Pacific* gives students a firm understanding of places, patterns of settlement, and global interactions covering the areas of Africa, Asia, Australia, New Zealand, Oceania, and Antarctica.

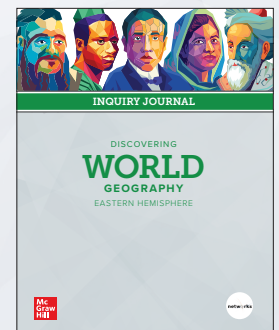
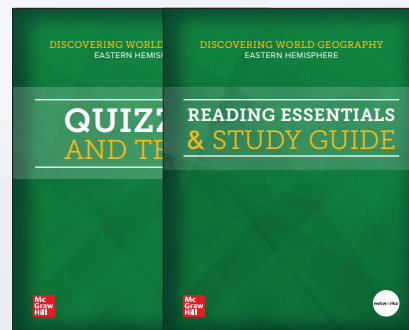
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Inquiry Journal



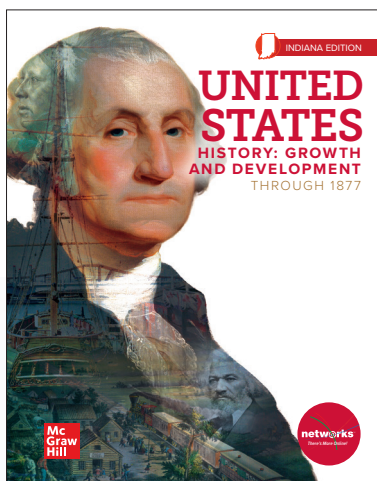
Quizzes and Tests, and Reading Essentials and Study Guide are provided for both courses.



Inquiry Journal



# UNITED STATES HISTORY



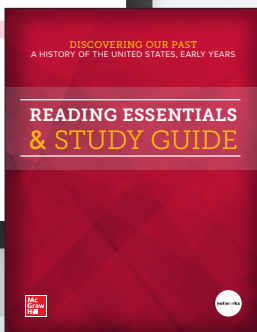
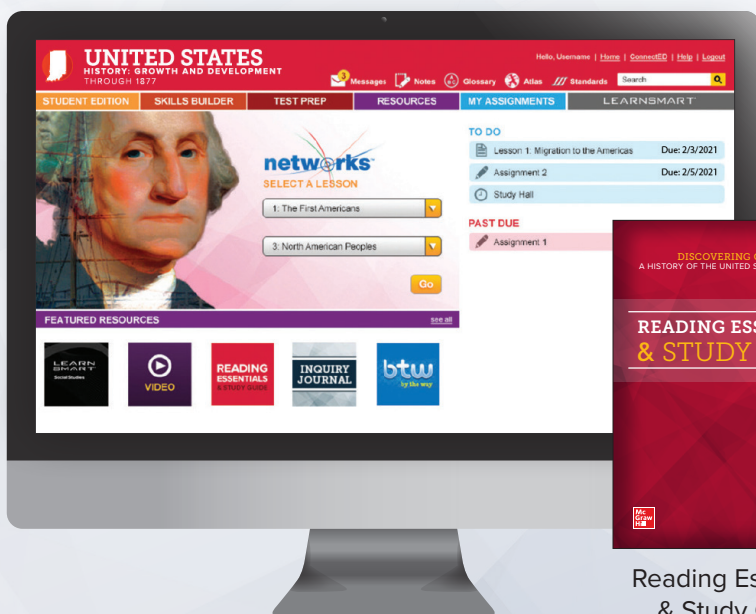
## MIDDLE SCHOOL

### *United States History: Growth and Development through 1877*

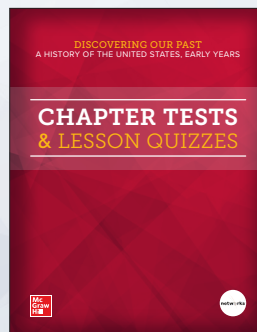
Appleby • Brinkley • Broussard • McPherson • Ritchie

Bring the people, issues, and events of yesterday to life for today's students with a truly integrated print and digital middle school U.S. History curriculum.

- ▶ **Focus on the big ideas** with an accessible student text built around Essential Questions, enduring ideas, and NCSS Standards.
- ▶ **Inquiry Journal print and digital worktext develops inquiry skills** with primary sources and evidence-based writing, culminating in Taking Action.
- ▶ **Put students in the middle of the action** with The Story Matters chapter openers, Biography features, maps, and timelines.
- ▶ Maximize comprehension with the **Reading Help Desk** in each lesson to assist students with reading strategies, note-taking activities, graphic organizers, and vocabulary support.
- ▶ **Build critical thinking and historical analysis skills** with Thinking Like a Historian, It Matters Because, What Do You Think, and Connections to Today.
- ▶ Bring American history to life with high-interest, cumulative **Hands-On Chapter Projects** that provide authentic performance assessment.
- ▶ Each project includes an additional **Technology Extension** activity.
- ▶ **LearnSmart®** with a personalized eBook offers adaptive learning to each student.



Reading Essentials  
& Study Guide



Chapter Tests &  
Lesson Quizzes



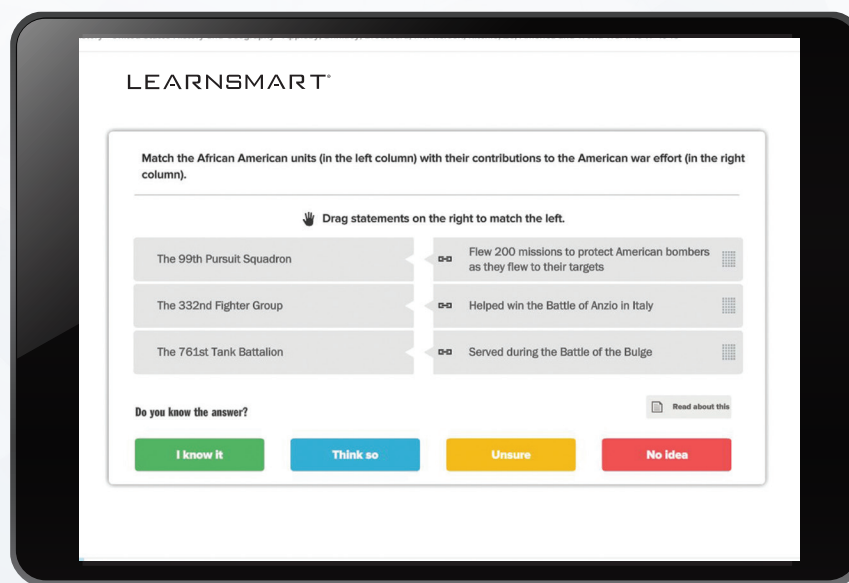
Inquiry Journal

# POWERFUL PERSONALIZATION AND ENGAGEMENT

## MAKE STUDY TIME MORE EFFICIENT

Study tool *LearnSmart®* is embedded right into the Digital Student Center to help students learn faster, study more efficiently, and retain more knowledge.

- ▶ Adaptive eBook highlights only the most impactful concepts a student needs to learn.
- ▶ Personalizes learning based on student responses and confidence level to questions.
- ▶ Recharge questions continuously assess knowledge gaps.
- ▶ Teacher Reports identify student and class progress, and most challenging learning objectives.





## SPARK CONVERSATION ON CURRENT EVENTS

*SyncBlasts™*, powered by *StudySync®*, draws students into discussions around high-interest social studies and current events topics that relate to their world.

*SyncBlasts:*

- ▶ Offer short, daily reading, and writing assignments called Blasts.
- ▶ Challenge students to think critically and write concise opinions in a familiar social media-like format.
- ▶ Empower students to participate in thoughtful review and discussion with their peers.
- ▶ Demonstrate relevancy, simplify complex ideas, and model skills through videos and rich multimedia.



Available as an additional resource with 6–12 social studies.

For pricing options or to learn more, please contact  
your sales representative.

## DIFFERENTIATION

- Differentiate the Activity**
- ELL Verbal/Linguistic** To help students understand the increasingly specific terms used to describe the image, write the words that students used to describe the temple across the board from general to specific. For example: *structure>building>pyramid>temple>Maya temple.*
- AL Interpersonal** Explain that the temple pyramid was a central structure in Maya cities, which also included palaces and plazas. The building of cities, particularly with prominent religious structures, usually indicates a relatively advanced ancient culture.
- BL Intrapersonal** Encourage students to compare and contrast the Maya temple with the religious structures built by other ancient cultures such as the Egyptians, Greeks, and Romans.

A | A | A

Vocabulary | Reading Strategies

# LESSON 1

## Origins of the American Nation

ESSENTIAL QUESTIONS *What characteristics define a society? Why do people form governments? How should societies settle disputes?*

0:00 / 2:39

NAME \_\_\_\_\_
DATE \_\_\_\_\_
CLASS \_\_\_\_\_

# Reading Essentials and Study Guide

networks

## The Resurgence of Conservatism, 1980–1992

### Lesson 1 The New Conservatism

### ESSENTIAL QUESTION

*How do you think the resurgence of conservative ideas has changed society?*

### Reading HELPDESK

**Academic Vocabulary**

- \**indicate* to point out, point to, or demonstrate the necessity of
- \**stability* a state of peace; condition resistant to change or upheaval

**Content Vocabulary**

**liberal** a person who generally believes the government should take an active role in the economy and in social programs but should not dictate social behavior

**conservative** a person who believes government power, particularly in the economy, should be limited in order to maximize individual freedom

**televangelist** an evangelist who conducts regularly televised religious programs

### TAKING NOTES: *Outlining*

**ACTIVITY** As you read about the resurgence of conservatism, complete a graphic organizer similar to the one below. Use the major headings of this section to outline information about the rise of the new conservatism in the United States.

#### The New Conservatism

- I. Liberalism and Conservatism
  - A.
  - B.
  - C.
  - D.
  - E.
  - F.
  - G.
  - H.

1

Reading Essentials and Study Guide


## ADDITIONAL RESOURCES

- 



by the way stuff you should know

[HOME](#)
[All the Stuff You Should Know](#)
[You Decide](#)
[After the Fact](#)
[Careers](#)
[Election Central](#)
[Friday, July 24, 2020](#)







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[After the Fact](#)
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[Friday, July 24, 2020](#)

### STUFF YOU SHOULD KNOW

#### Tags

  - 2016 election
  - 2020 election
  - California
  - Civil
  - Civilian change
  - Commerce
  - Constitution
  - COVID-19
  - Current events
  - Democracy
  - Democracy Policy
  - Disaster Prep
  - Economics
  - Education
  - Environment
  - Environment
  - Finance
  - Food
  - Food Safety
  - Gas
  - Health
  - Health Care
  - Immigration
  - Insurance
  - Medicine
  - Money
  - NASA
  - Politics



### Stuff YOU Should Know

Posted by Admin on Jul 21, 2020 in Stuff You Should Know | No Comments

Reparations is Another One of the most controversial suggestions for how to improve economic equality between white people and African Americans is the issue of reparations. Reparations are direct monetary payments to African Americans as compensation for the fact that their ancestors were enslaved and that past generations of African Americans suffered economic inequality and . . .

[Read More](#)



### Stuff YOU Should Know

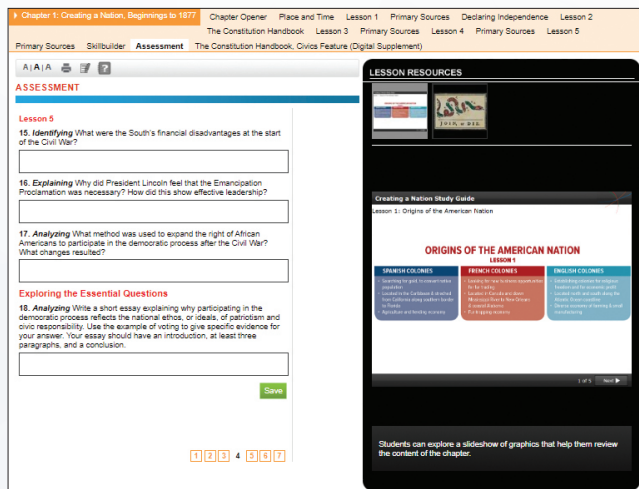




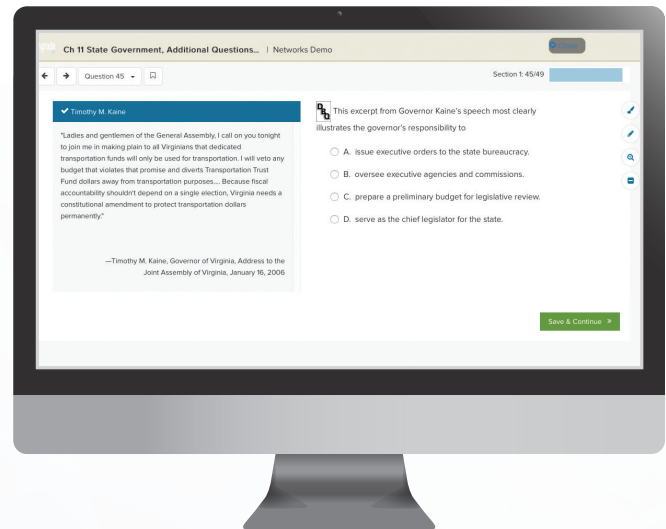
## ASSESS INDIVIDUAL AND CLASS-WIDE LEARNING NEEDS

Access pre-built and customizable tests and quizzes, with a variety of question types, that provide critical practice for high-stakes assessments.

- ▶ Check student progress on mastery against benchmarks.
- ▶ Customize assessments by selecting questions based on subject, lesson, or keyword.
- ▶ Includes tech-enhanced, multiple-choice, and essay questions as well as document-based questions.
- ▶ Question sets and online environment prepare students for current, high-stakes assessments.



Chapter Assessment




Match each item with the correct statement below.

Implied powers	→	group of delegates from each state that made up the entire government under the Articles of Confederation
Louisiana Purchase	→	headed by a president who would implement and enforce federal laws
Congress	→	signed by negotiators to end the War of 1812
Treaty of Ghent	→	not explicitly listed in the Constitution but necessary for government to do its job
executive branch of government	→	land the United States bought from France that doubled the size of the nation

Assessment Question

# THE ONLINE TEACHER LESSON CENTER

EASILY ACCESS ALL TEACHING RESOURCES FOR THIS PROGRAM  
FROM THE ONLINE TEACHER CENTER.



Access your online lesson plans and resource library.

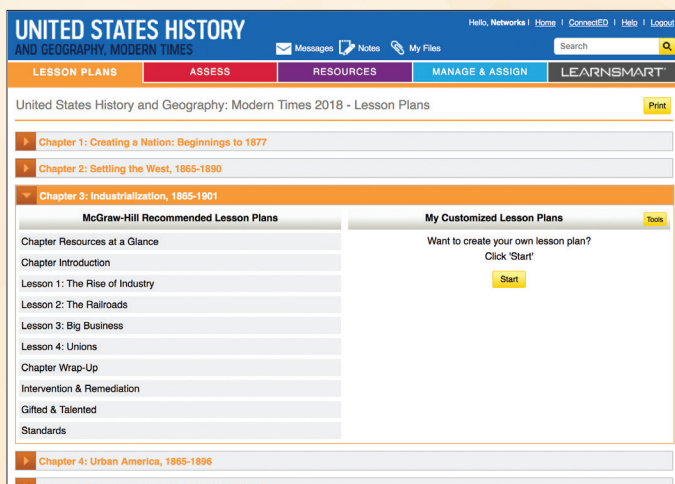
Send and receive messages from your students.

Review recent assignments.

Access interactive activities, printable worksheets, and other resources that support the lesson.

Start your lesson presentation, made up of slides showing maps, timelines, and resources, for whole class instruction.

Lesson plans, resources, student materials, and more



**UNITED STATES HISTORY AND GEOGRAPHY, MODERN TIMES**

LESSON PLANS | ASSESS | RESOURCES | MANAGE & ASSIGN | LEARNSMART

United States History and Geography: Modern Times 2018 - Lesson Plans

Chapter 1: Creating a Nation: Beginnings to 1877

Chapter 2: Settling the West, 1865-1890

Chapter 3: Industrialization, 1865-1901

McGraw-Hill Recommended Lesson Plans

Chapter Resources at a Glance

Chapter Introduction

Lesson 1: The Rise of Industry

Lesson 2: The Railroads

Lesson 3: Big Business

Lesson 4: Unions

Chapter Wrap-Up

Intervention & Remediation

Gifted & Talented

Standards

Chapter 4: Urban America, 1865-1896

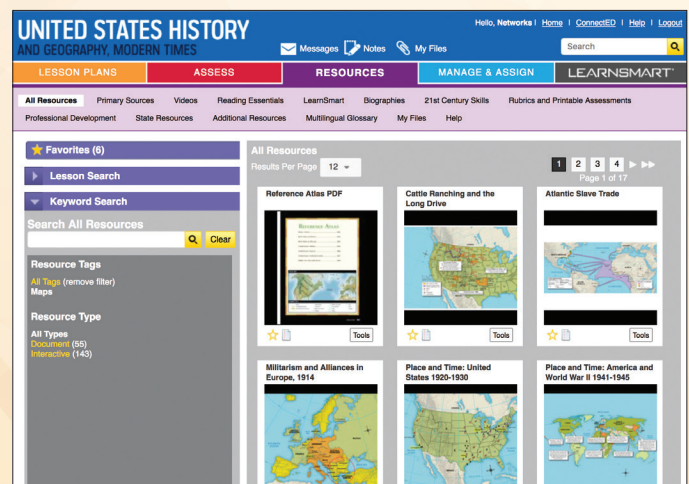
Chapter 5: Becoming a World Power, 1872-1917

My Customized Lesson Plans

Want to create your own lesson plan? Click 'Start'

Start

- Access pre-built lesson plans that are easily customizable.
- Reference point-of-use differentiation strategies.



**UNITED STATES HISTORY AND GEOGRAPHY, MODERN TIMES**

LESSON PLANS | ASSESS | RESOURCES | MANAGE & ASSIGN | LEARNSMART

All Resources | Primary Sources | Videos | Reading Essentials | LearnSmart | Biographies | 21st Century Skills | Rubrics and Printable Assessments

Professional Development | State Resources | Additional Resources | Multilingual Glossary | My Files | Help

★ Favorites (6)

Lesson Search

Keyword Search

Search All Resources

Resource Tags

All Tags (remove filter)

Maps

Resource Type

All Types

Document (56)

Interactive (143)

Results Per Page: 12

Page 1 of 17

Reference Atlas PDF

Cattle Ranching and the Long Drive

Atlantic Slave Trade

Militarism and Alliances in Europe, 1914

Place and Time: United States 1820-1930

Place and Time: America and World War II 1941-1945

- Hundreds of additional resources are available in the resource library that is easy to filter or search by keywords.
- Upload your favorite resources.



# THE ONLINE STUDENT EXPERIENCE

CONNECT STUDENTS TO THE STUDENT LEARNING CENTER TO PLAN, STUDY, CHECK TEACHER MESSAGES, GET ASSIGNMENTS, AND SAVE WORK.

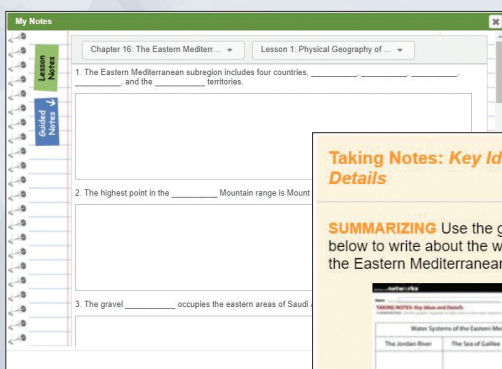
Resources, student materials, and more



Change the text size for ease of reading, access audio read-aloud, and annotation tools for close reading.



Reading and writing support such as guided notes, vocabulary pop-ups, and graphic organizers, help improve understanding of the content.



## Taking Notes: Key Ideas and Details

**SUMMARIZING** Use the graphic organizer below to write about the water systems of the Eastern Mediterranean.



Engaging resources are available to provide context and bring the narrative to life. Use the carousel to browse the interactive resources for the lesson.

- Maps
- Games
- Timelines
- Infographics
- Primary Sources
- Images
- Videos
- Inquiry Journal

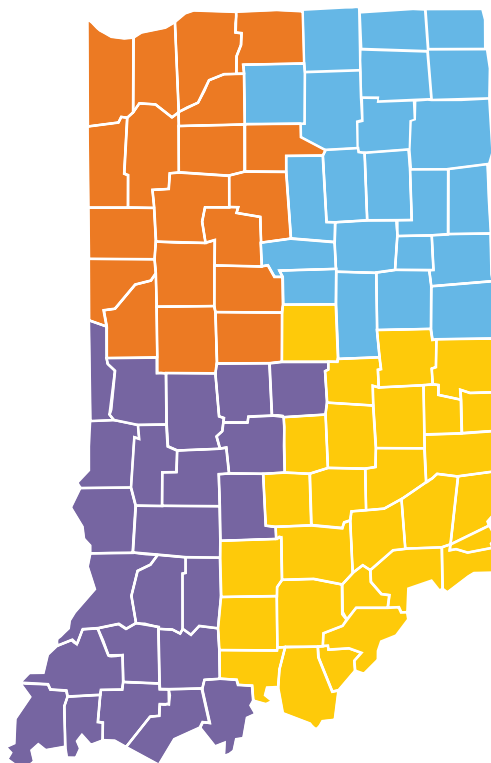
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