



PROGRAM OVERVIEW SOCIAL STUDIES

EXPLORE MORE, DISCOVER MORE, DO MORE!

HIGH SCHOOL

- Geography and History of the World
- United States History Modern Times
- World History and Civilization
- United States Government: Our Democracy
- Understanding Economics

networks™

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.

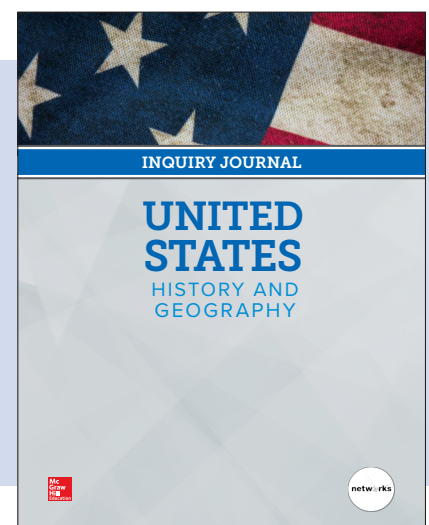
COMMUNICATING CONCLUSIONS AND TAKING INFORMED ACTION

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

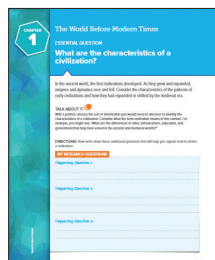
The teacher-directed pathway is lead by teachers who are supported with helpful tools like suggested pacing, predicted student misunderstandings, NCSS Standard connections, and more.

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

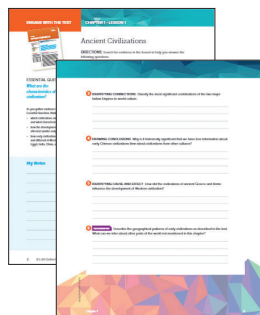
UNDERSTANDING BY DESIGN®	
Enduring Understanding <ul style="list-style-type: none"> The movement of people, goods, and ideas can have positive and negative impacts. 	Assessment Evidence
Essential Question <ul style="list-style-type: none"> What are the effects of political and economic expansion? 	Performance Tasks: <ul style="list-style-type: none"> Hands-On Chapter Project
Predictable Misunderstanding	Other Evidence: <ul style="list-style-type: none"> Primary and Secondary Sources Activities Geography and History Activities Simulation Visual Literacy Activity Economics of History Activity Lesson Quizzes Lesson Reviews Chapter Assessment Chapter Tests Forms A and B
Students may think: <ul style="list-style-type: none"> 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 	

	NCSS Standards covered in The Age of Exploration
Learners will understand:	
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.	

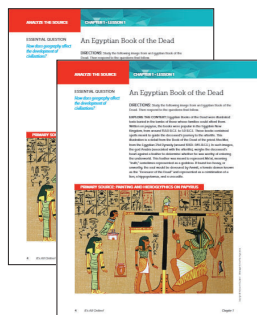
INQUIRY PATH



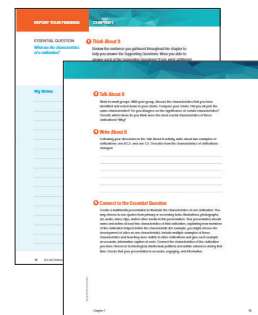
The Essential Question and "my research questions" begin the inquiry process in the Inquiry Journal and matches dimension 1 of the C3 Framework.



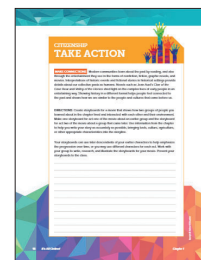
After generating questions, students will engage with text to begin the research needed to answer their questions. This is where they integrate the disciplinary concepts of History, Geography, Civics, and Economics.



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



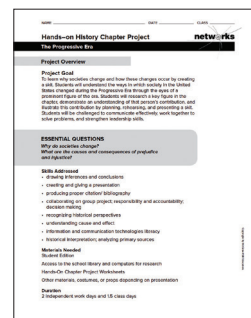
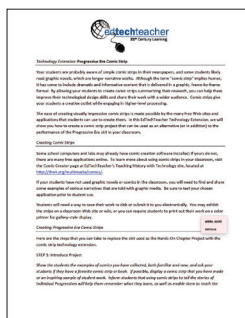
Students then pull it all together and report their findings through evidence-based writing.



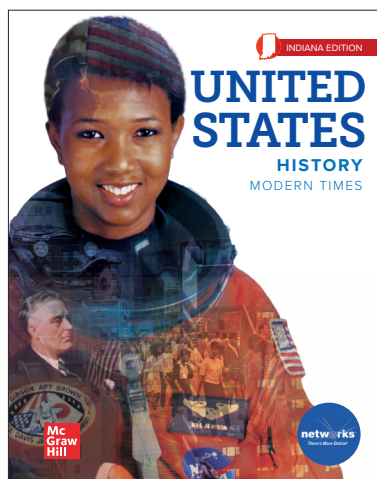
Students put their social science analysis into action with Citizenship Taking Action which cultivated active civic participation.

PROJECT-BASED LEARNING PATH

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



UNITED STATES HISTORY

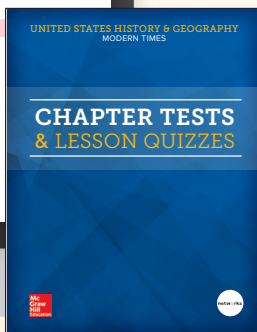
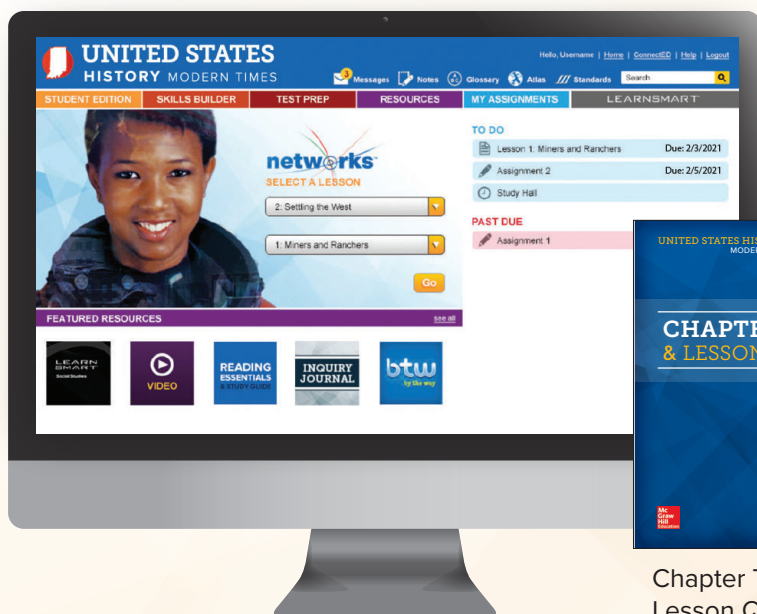


United States History: Modern Times

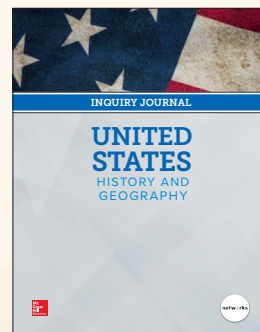
Appleby • Brinkley • Broussard • McPherson • Ritchie

Explore the history of our nation in a whole new way with a fully integrated print and digital U.S. History curriculum for today's high school students.

- ▶ **Focus on critical concepts** built around the principles of Understanding by Design® using Essential Questions and Enduring Understandings.
- ▶ **Inquiry Journal print and digital worktext develops inquiry skills** with primary sources and evidence-based writing, culminating in Taking Action.
- ▶ **Bring the stories of our nation to life** with The Story Matters chapter openers, maps, timelines, and primary sources.
- ▶ **Develop critical thinking, historical analysis, and 21st Century Skills** with Thinking Like a Historian, Skillbuilder, Biography, Connections to Today, and a variety of online activities.
- ▶ Prepare for success with built-in rigor using **Document-Based Questions and Extended Response practice**.
- ▶ **Encourage problem-solving skills** with simulations, debates, hands-on chapter projects, and online technology extensions created by EdTech Teachers.
- ▶ **LearnSmart** with a personalized eBook offers adaptive learning to each student.

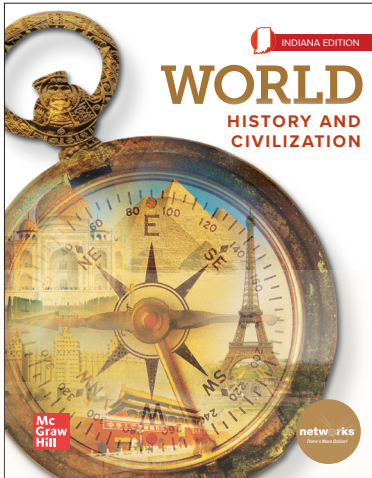


Chapter Tests and Lesson Quizzes



Inquiry Journal

WORLD HISTORY

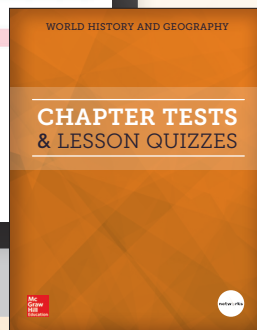
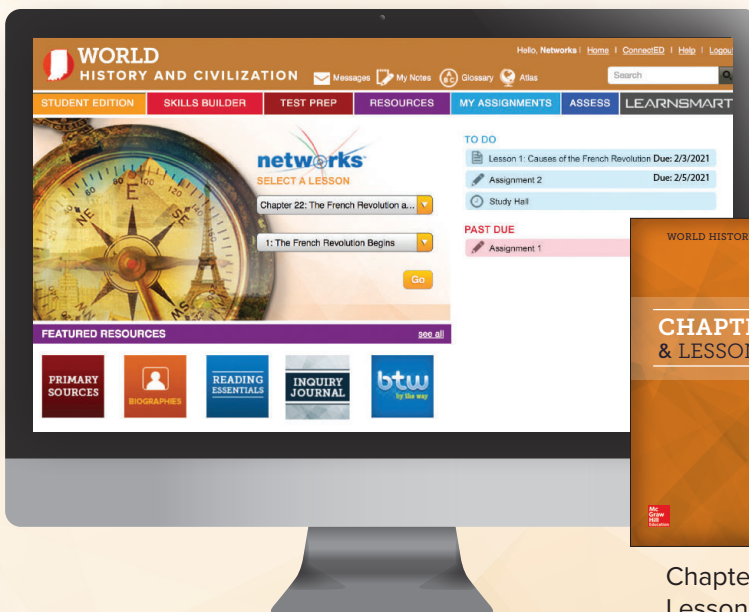


World History and Civilization

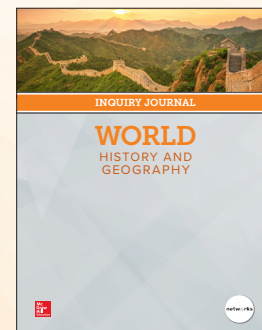
Spielvogel

Explore world history and geography in a whole new way with a fully integrated print and digital World History curriculum for today's high school students.

- ▶ **Focus on critical concepts** built around the principles of Understanding by Design® using Essential Questions and Enduring Understandings.
- ▶ **Inquiry Journal interactive worktext develops inquiry skills** with primary sources and evidence-based writing, culminating in Taking Action.
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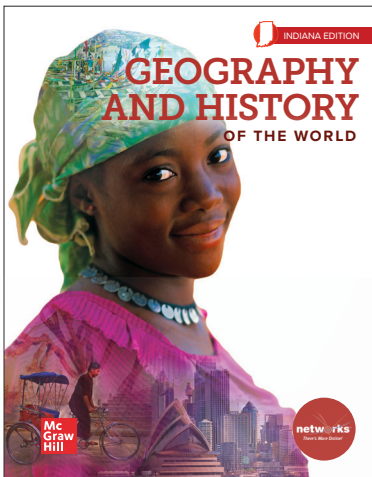


Chapter Tests and Lesson Quizzes



Inquiry Journal

WORLD GEOGRAPHY

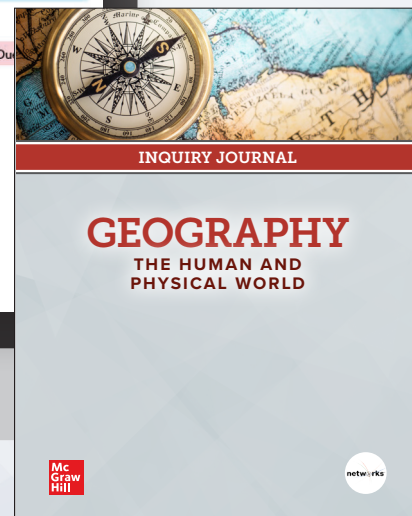


Geography and History of the World

Boehm

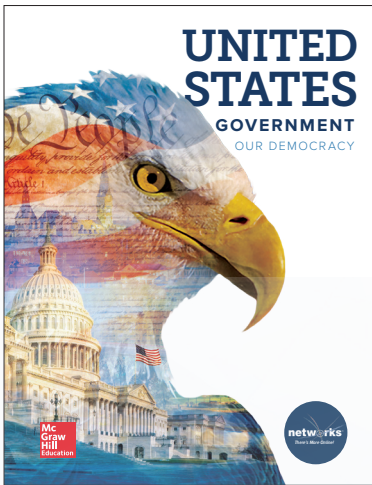
Students make connections between geography, people, and the world in which we live, and explore issues relating to human geography.

- ▷ **Focus on the big ideas** with an accessible student text built around Essential Questions, enduring ideas, and National Geography standards.
- ▷ **Global Connections features** focus on opportunities and challenges facing people around the world, while **Case Studies** examine topics with the help of primary sources and DBQs.
- ▷ 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.
- ▷ **Inquiry Journal interactive worktext develops inquiry skills** with primary sources and evidence-based writing, culminating in Taking Action.



Inquiry Journal

GOVERNMENT

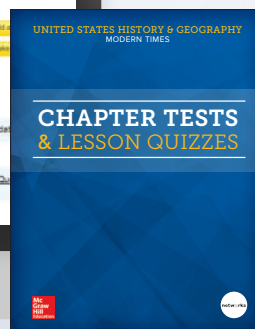
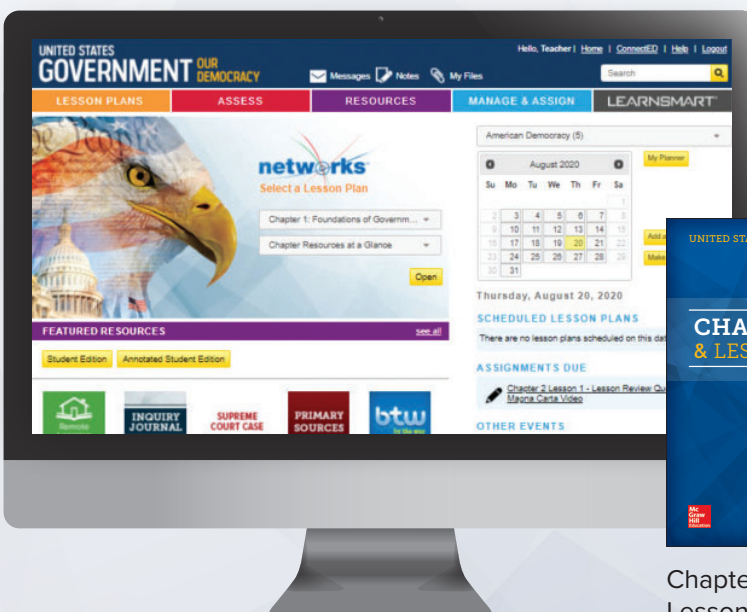


United States Government: Our Democracy

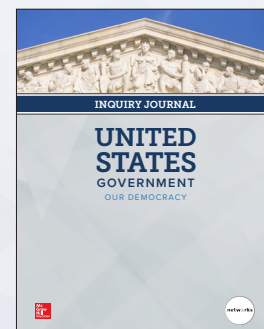
Remy • Ritchie • Arbetman • Scott • Hanson

Demonstrate the value of civic participation and empower students to make informed decisions about government and law.

- ▶ **Engage** with an accessible student text that uses Essential Questions and inquiry.
- ▶ **Inquiry Journal print and digital worktext develops inquiry skills** with primary sources and evidence-based writing, culminating in Taking Action.
- ▶ Maximize comprehension with **Reading Help Desks** in every lesson to build vocabulary, develop reading strategies, and strengthen note-taking skills.
- ▶ **Integrate state and local level government into the units on national government** to make comparisons and see the similarities and differences among the different levels of government.
- ▶ **Analyze primary and secondary sources**, including **Supreme Court case studies**, text excerpts, political cartoons, photographs, charts, and maps.
- ▶ Develop strong critical thinking and analytical skills with **Debate and Deliberation** features.
- ▶ **LearnSmart** with a personalized eBook offers adaptive learning to each student.

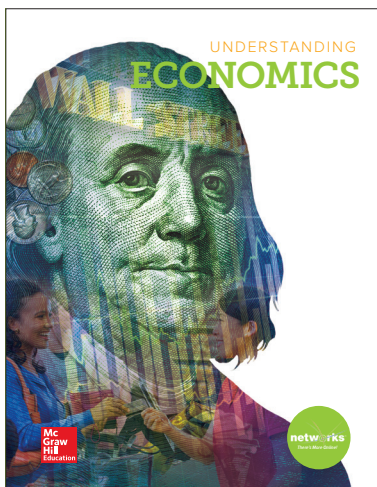


Chapter Tests and Lesson Quizzes



Inquiry Journal

ECONOMICS



Understanding Economics

Clayton

Give students what they need to learn as they interact with both theoretical and applied economics and develop personal financial literacy.

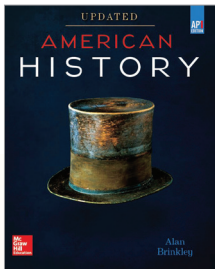
- ▷ **Focus on the big ideas** with an accessible student text built around Essential Questions and inquiry and correlated to the Council on Economic Education standards.
- ▷ **Inquiry Journal interactive worktext develops inquiry skills** with primary sources and evidence-based writing, culminating in Taking Action.
- ▷ **Reading Help-Desk in each lesson assist students** with building an economic vocabulary, reading strategies, note-taking suggestions, and graphic organizers.
- ▷ **Enrich instruction** with up-to-date charts, graphs, and infographics.
- ▷ Focus on relevant, real-world topics with **Case Studies, Debates**, as well as Global Economy and You features.
- ▷ Learn more about economic skills and employment options with the **Careers** feature.
- ▷ **Foster practical, real-world understanding** by marrying theoretical and practical economics while building personal financial literacy skills.
- ▷ **LearnSmart** with a personalized eBook offers adaptive learning to each student.



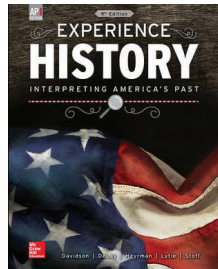
Inquiry Journal

ADDITIONAL OPTIONS

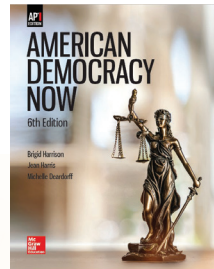
ADVANCED PLACEMENT



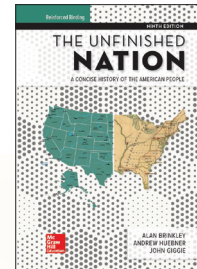
**American History:
Connecting with the Past**
(Brinkley)



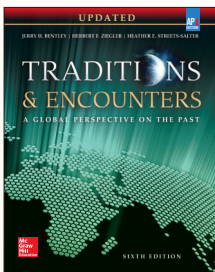
**Experience History:
Interpreting America's Past**
(Davidson)



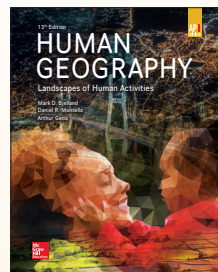
American Democracy Now
(Harrison)



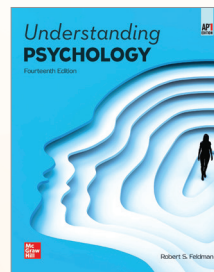
The Unfinished Nation
(Brinkley)



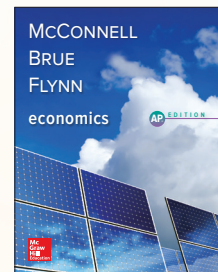
**Traditions and Encounters:
A Global Perspective
on the Past**
(Bjelland)



**Human Geography:
Landscapes of
Human Activities**
(Bjelland, Montello, Getis)

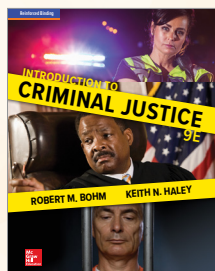


Understanding Psychology
(Feldman)

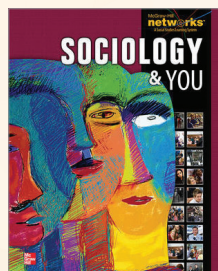


Economics
(McConnell)

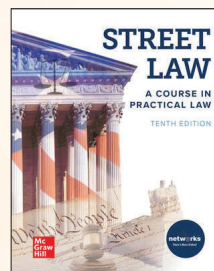
ELECTIVES



**Introduction to
Criminal Justice**
(Bohm)



Sociology & You
(Shepard)



Street Law

To learn more about our AP programs and the *AP advantage* suite, visit: mheonline.com/advancedplacement

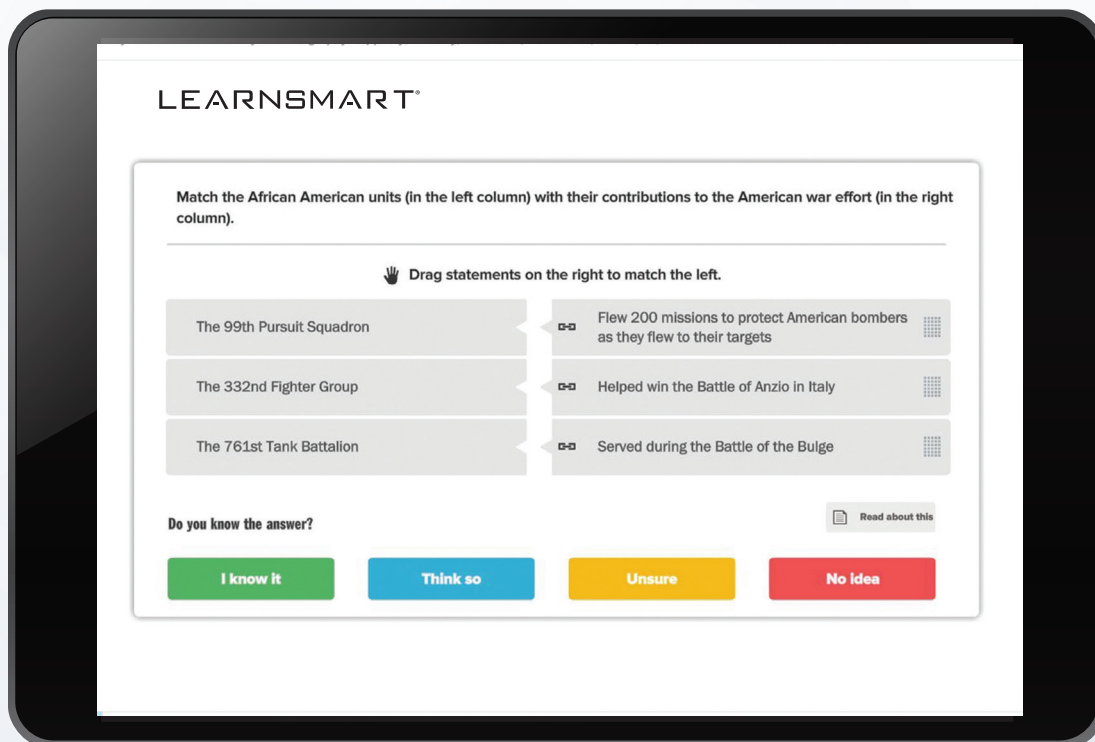
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POWERFUL PERSONALIZATION AND ENGAGEMENT

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

SYNC  BLASTS™

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.



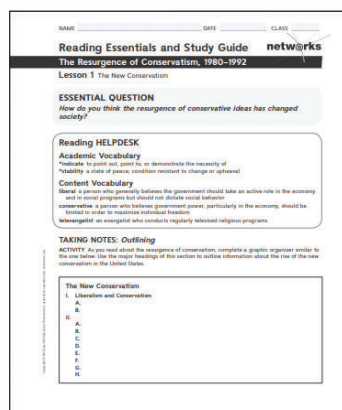
Available as an additional resource with 6–12 social studies.

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

MEANINGFUL SUPPORT FOR ALL STUDENTS

DIFFERENTIATION

- ▶ Point-of-use differentiation strategies for approaching level, beyond level, and ELL students.
- ▶ Adjustable reading levels, audio, and closed captioning.
- ▶ Reading Essentials and Study Guide for below level readers.



Reading Essentials and Study Guide

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.

Point-of-use Differentiation

Vocabulary | Reading Strategies

LESSON 1
Origins of the American Nation

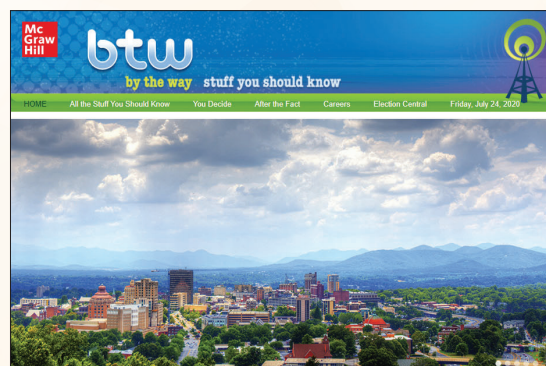
ESSENTIAL QUESTIONS What characteristics define a society? Why do people form governments? How should societies settle disputes?

0:00 / 2:39

Adjustable Audio

ADDITIONAL RESOURCES

- ▶ Engaging real-world events on BTW news source keep students connected to culture and recent, local, and world events.
- ▶ Weekly news roundup, Stuff You Should Know, spark thoughtful discussion and encourage students to share their point of view.
- ▶ Up-to-date election news is presented through Election Central and contains political and election classroom resources.



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.

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	→	land the United States bought from
Congress	→	headed by a president who would implement and enforce federal laws
Treaty of Ghent	→	signed by negotiators to end the War of 1812
executive branch of government	→	not explicitly listed in the Constitution but necessary for government to do its job

Chapter 1: Creating a Nation, Beginnings to 1877

Chapter Opener Place and Time Lesson 1 Primary Sources Declaring Independence Lesson 2
The Constitution Handbook Lesson 3 Primary Sources Lesson 4 Primary Sources Lesson 5

Primary Sources Skillbuilder Assessment The Constitution Handbook Civics Feature (Digital Supplement)

ASSESSMENT

Lesson 5

15. Identifying What were the South's financial disadvantages at the start of the Civil War?

16. Explaining Why did President Lincoln feel that the Emancipation Proclamation was necessary? How did this show effective leadership?

17. Analyzing What method was used to expand the right of African Americans to participate in the democratic process after the Civil War? What changes resulted?

Exploring the Essential Questions

18. Analyzing Write a short essay explaining why participating in the democratic process reflects the national ethos, or ideals, of patriotism and civic responsibility. Use the example of voting to give specific evidence for your answer. Your essay should have an introduction, at least three paragraphs, and a conclusion.

LESSON RESOURCES

Creating a Nation Study Guide

Lesson 1: Origins of the American Nation

ORIGINS OF THE AMERICAN NATION

LESSON 1

PREVIEW COLORED: The American Revolution was a struggle for independence from British rule. The American Revolution was a struggle for independence from British rule. The American Revolution was a struggle for independence from British rule.

REVIEW COLORED: The American Revolution was a struggle for independence from British rule. The American Revolution was a struggle for independence from British rule. The American Revolution was a struggle for independence from British rule.

ESSENTIAL COLORED: The American Revolution was a struggle for independence from British rule. The American Revolution was a struggle for independence from British rule. The American Revolution was a struggle for independence from British rule.

Students can explore a slideshow of graphics that help them review the content of the chapter.

Ch 11 State Government, Additional Questions... | Networks Demo

Section 1: 45/49

Question 45

Timothy M. Kaine

"Ladies and gentlemen of the General Assembly, I call on you tonight to join me in making plan to all Virginians that dedicated transportation funds will only be used for transportation. I will veto any budget that violates that promise and diverts Transportation Trust Fund dollars away from transportation purposes. ... Because fiscal accountability shouldn't depend on a single election, Virginia needs a constitutional amendment to protect transportation dollars permanently."

—Timothy M. Kaine, Governor of Virginia, Address to the Joint Assembly of Virginia, January 16, 2006

This excerpt from Governor Kaine's speech most clearly illustrates the governor's responsibility to

☐ A. issue executive orders to the state bureaucracy.

☐ B. oversee executive agencies and commissions.

☐ C. prepare a preliminary budget for legislative review.

☐ D. serve as the chief legislator for the state.

Save & Continue

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.

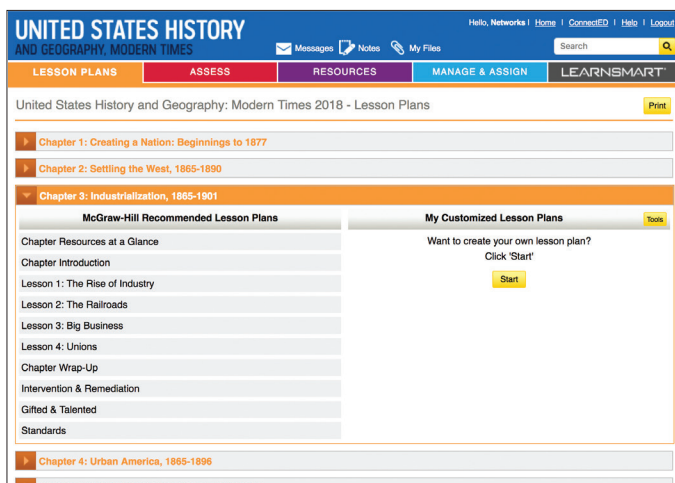
Review recent assignments.

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

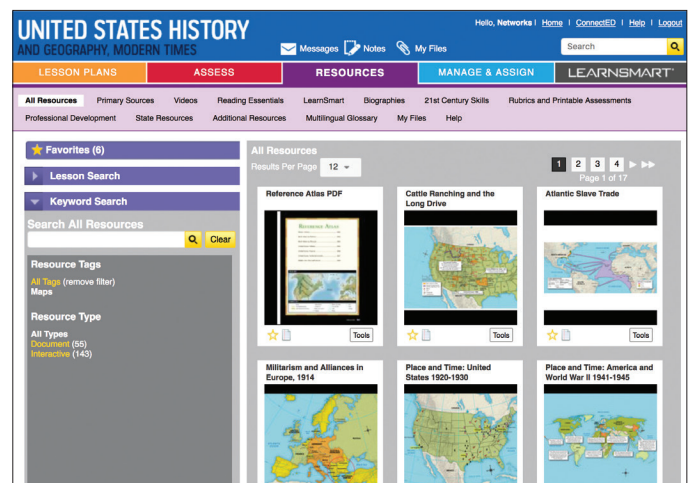
Start your lesson presentation, made up of slides
showing maps, timelines, and resources, for whole
class instruction.



Lesson plans, resources, student materials, and more



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



- 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.

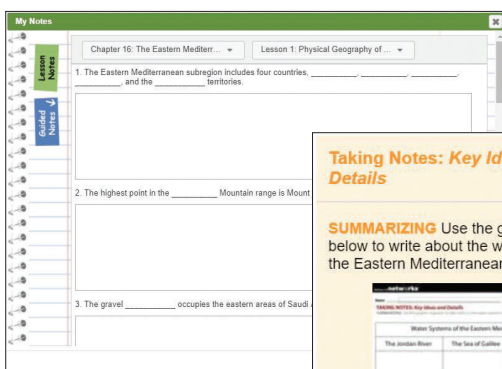
Resources, student materials, and more



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.

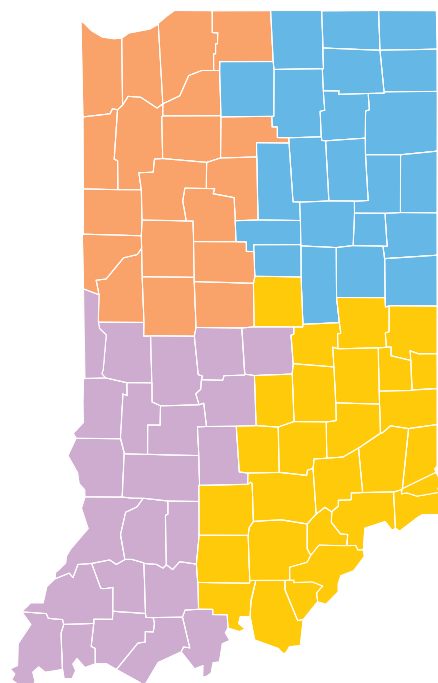


Engaging resources are available to provide context and bring the narrative to life. Use the carousel to browse the interactive resources for the lesson.

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

**For more information,
please contact your
Indiana Sales Team**

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-  **Bill Miller** | Northeastern
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-  **Tony Johnson** | Southwestern
812-698-1873 | tony.johnson@mheducation.com
-  **Shannon Saul** | K–12 Small Account Manager
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