


Ganado Unified School District #20

GMS Social Studies/7th Grade: Ms. Lucy Bahe

PACING Guide SY 2019-2020

Resources	AZ College and Career Readiness Standards	Essential Question (HESS Matrix)	Learning Goal	Vocabulary (Content/Academic)
First Quarter				
Rights, Responsibilities, Roles of Citizenship and the Five Themes of Geography				
<p>Textbook: Discovering Our Past – A History of the United States Chapter 8: The Constitution</p> <p>Textbook: Discovering World Geography Unit 1: The World Chapters 1,2,3</p> <p>BrainPop Movie: U.S. Constitution w/transcript</p> <p>Learn 360 Videos:</p> <ul style="list-style-type: none"> • Checks, Balances, and the Exercise of Power • The New Congress Designs a Bill of Rights • Video Montage: A World Tour • Coral & Oceans <p>Creating a Classroom Constitution</p>	<p><u>S3.Civics/Government.C1:Foundations of Government</u> PO1.Analyze the significance of the principles and ideals of the following documents: a. Bill of Rights</p> <p><u>S3:Civics/Government.C4:Rights, Responsibilities, and Roles of Citizenship</u> PO1.Describe the benefits of community service. PO2.Discuss the character traits (e.g., respect, responsibility, fairness, involvement) that are important to the preservation and improvement. PO3.Describe the importance of citizens being actively involved in democratic process (e.g., voting, student government, involvement in political decision making, analyzing issues, petitioning public officials). PO4.Explain the obligations and responsibilities of citizenships: a. upholding the Constitution b. obeying the law c. paying taxes d. registering for selective service</p>	<p>Why do people form governments?</p> <ul style="list-style-type: none"> • What compromises are reached in a new constitution? <p>How do new ideas change the way people live?</p> <ul style="list-style-type: none"> • From where do framers of a Constitution borrow their ideas about government? <p>How do governments change?</p> <ul style="list-style-type: none"> • How is a constitution ratified? <p>How does geography influence the way people live?</p> <ul style="list-style-type: none"> • What does it mean to think like a geographer? • How can you make sense of a subject as large as Earth and its people? • How will studying geography help you 	<p>Students should be able to know: The structure of the Constitution.</p> <ul style="list-style-type: none"> • Analyze and describe the structure of the Constitution <p>The principles contained in the Constitution.</p> <ul style="list-style-type: none"> • Identify and evaluate the principles contained in the Constitution and their importance <p>The importance of Constitutional interpretations.</p> <ul style="list-style-type: none"> • Analyze and evaluate the process of amending the Constitution • Draw conclusions about the importance of interpreting the Constitution instead of amending it. <p>Understand the importance of having rules to maintain order at home, at school, in their community, and in their country.</p> <ul style="list-style-type: none"> • Create a "working" Classroom Constitution that governs the classroom and supports school rules, policies, and procedures 	<p>Introduce: Quizlet LtoJ Social Studies Terms (100)</p> <p>Popular sovereignty Limited government Implied powers Concurrent powers Due process Individual Rights Equal protection Constitution Bill of Rights</p>

<p>Maps</p> <ul style="list-style-type: none"> • Explore the World – The World • Interactive Unit Opener Map Maps of the World • Static Map – Outline Map of the World <p>Reproducible: Classroom Standards – student rules & consequences</p> <p>Posterboards Markers Chart paper or whiteboard Copy of the U.S. Constitution Writing paper Pencils Lined paper, one sheet per student Examples of Classroom Standards printable</p> <p>Worksheets, Activities, and Projects</p> <p>Student Travel Log in the My Notes tool of the Online Student Edition Environmental Case Study The World–Maintainence of Freshwater Resources GeoLab Activity The World–Water: Make It Fresh Enough to Drink Physical Geography Activity The World–Elevation Profiles Cultural Geography Activity The World–World Population Density Geography and History Activity The World–The Global Warming Debate</p>	<p>e. jury duty</p> <p><u>S4:Geography.C1:The World in Spatial Terms.</u> PO4.Locate physical and cultural features (e.g., continents, cities, countries, significant waterways, mountain ranges, climate zones, major water bodies, landforms) throughout the world. Use this as an opportunity to introduce the key vocabulary and geographic terms in the Arizona unit and reinforce in future units thorough out the year.</p> <p><u>S4:Geography.C2:Places and Regions:</u> PO1.Describe the human and physical characteristics of places and regions. PO2.Explain the concept of regions and why they change. PO3.Compare the historical and contemporary interactions among people in different places and regions.</p> <p>Linking Performance Objective(s): S4C3 Science Strand 6 Concept 3 Explain the relationships between the Earth and other objects in the solar system. S4C3 Science Strand 6 Concept 2 Relate plate tectonics to the resulting landforms and earthquakes. S4C3 Science Strand 6 Concept 1 Describe the basic properties of earth materials (rocks, fossils, layers of the earth) and how change over time is estimated.</p> <p><u>S4:Geography.C4:Human Systems</u> PO1.Discuss the implications of the demographic structure of places and regions.</p> <p>Linking Performance Objective(s): S2C9-PO1:</p>	<p>develop skills for everyday life?</p> <ul style="list-style-type: none"> • What is the difference between maps and globes? • How do maps work? • How do geographers use geospatial technologies? 	<ul style="list-style-type: none"> • Develop a maximum of six positively stated rules or Classroom Standards <p>Help edit and revise the final draft of the Classroom Constitution</p> <p>Formal introduction of the Five Themes of Geography:</p> <ul style="list-style-type: none"> • Location • Place • Human Environment/Interaction • Movement • Region <p>Service Learning: Make flashcards of important vocabulary terms and distribute for use with ESS students.</p>	<ul style="list-style-type: none"> • location • place • Human Environment/Interaction • movement • region <ul style="list-style-type: none"> • plate tectonics (land forms) • climate zones (arctic, temperate, tropical) • solar system (earth/sun relationship)
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<p>Writing Skills Activity The World—Researching: Recording Facts and Sources Graphic Novel with Teaching Strategies View From Above</p> <p>Foldable Activity Earth's Physical Geography</p> <p>Assessment: BrainPop Quiz: U.S. Constitution WH Lesson 8 Quiz Physical Location GeoQuiz The World Political Location GeoQuiz The World Unit Test: The World Quizzes & Tests</p>	<p><i>Describe current events using information from class discussions and various resources (e.g., newspapers, magazines, television, Internet, books, maps)</i></p> <p>S2C9-PO2: Identify the connection between current and historical events and issues using information from class discussions and various resources (e.g., newspapers, magazines, television, Internet, books, maps)</p> <p>S2C9-PO3: Analyze how world events of the late 20th century and early 21st century (e.g., terrorism, globalization, conflicts, interdependence, natural disasters, advancements in science and technology, environmental issues) affected, and continue to affect, the social, political, geographic, and economic climate of the world.</p> <p>S2C9-PO4: Compare the economic, political, and social aspects of countries identified during the first half of the 20th century to its contemporary economic, political, and social aspects.</p>			
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Arizona in the World

<p>Textbook: Studies in AZ History Chapter 3: Manifest Destiny Chapter 4: Arizona and the Civil War Chapter 6: Arizona and the Rise of Industrial America Chapter 7: AZ, the Progressive Era, and WWI Chapter 9: AZ and WWII</p>	<p><u>S1:American History C7:Emergence of Modern U.S.</u> PO11.Describe major factors in Arizona history (e.g., territorial status, mining, constitutional convention) leading to statehood.</p> <p><u>S4:Geography.C6:Geographic Applications</u> PO1.Describe ways geographic features and conditions influence history.</p>	<p>How do you identify different geographical features?</p> <ul style="list-style-type: none"> • Which map form is shown? • Label each of the geographical terms on the map? • Name each geographical term? • How do you scale the map? • How far is city A from city B? • Lines of Longitude run ____ to ____? 	<p>Students should know and be able to:</p> <ul style="list-style-type: none"> • Identify geographical features • Form geographical maps • Evaluate different forms of maps • Match geographical forms with vocabulary • Create the appropriate graph of given data • Create geographical map with labels • Accurately label the needed parts of a map 	<ul style="list-style-type: none"> • territorial status • Constitutional Convention • mining • Sun Belt • water conservation
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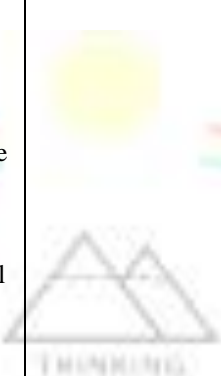
<p>YouTube Video:</p> <ul style="list-style-type: none"> AZ for Kids <p>Assessment:</p>	<p>PO2.Describe (analyze) how environments (e.g., Sun Belt, urban areas) influence living conditions.</p> <p>Linking Performance Objective(s): S4C2-PO1.Describe (compare) the human and physical characteristics of places and regions. S4C5-PO1.Identify the physical processes (e.g., conservation of natural resources, mining, water distribution in Arizona) that influence the formation and location of resources.</p> <p><u>S3:Civics/Government.C1:Foundations of Government</u> PO2.Analyze Arizona’s transition from territory to statehood: a. locations of capital b. founding people(Poston, Hunt, Hayden) c. Arizona’s constitution</p> <p><u>S4.Geography C5: Environment and Society</u> PO1.Identify the physical processes (e.g., conservation of natural resources, mining, water distribution in Arizona) that influence the formation and location of resources. PO3:Describe (explain) how humans modify environments (e.g., conservation, deforestation, dams) and adapt to the environment.</p> <p>Linking Performance Objective(s): S4C5-PO5.Explain (analyze) how modification in one place (e.g., canals, dams, farming techniques, industrialization) often leads to changes in other locations. S4C5-PO4.Describe the positive and negative outcomes of human modification on the environment. S4C5-PO6.Describe (analyze) the ways human population growth can affect</p>	<p>• Lines of Latitude run ____ to ____?</p>	<ul style="list-style-type: none"> Accurately scale a map Accurately explain maps to another person Accurately measure distances on a map Choose the appropriate label for a geographical term Accurately name the devices used to make a map. Use the appropriate geographical labels. 	
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	<p>environments and the capacity of environments to support populations.</p> <p>S4C5-PO7. Compare different points of view and research on environmental issues (e.g., land use natural resources, wildlife, biomes).</p> <p>Linking Performance Objective(s):</p> <p>S2C9-PO1: Describe current events using information from class discussions and various resources (e.g., newspapers, magazines, television, Internet, books, maps)</p> <p>S2C9-PO2: Identify the connection between current and historical events and issues using information from class discussions and various resources (e.g., newspapers, magazines, television, Internet, books, maps)</p> <p>S2C9-PO3: Analyze how world events of the late 20th century and early 21st century (e.g., terrorism, globalization, conflicts, interdependence, natural disasters, advancements in science and technology, environmental issues) affected, and continue to affect, the social, political, geographic, and economic climate of the world.</p> <p>S2C9-PO4: Compare the economic, political, and social aspects of countries identified during the first half of the 20th century to its contemporary economic, political, and social aspects.</p>			
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Westward Expansion and Pre Civil War

<p>Textbook: Discovering Our Past – A History of the United States Chapter 13: Manifest Destiny Chapter 15: The Spirit of Reform</p>	<p>S1: American History.C6: Civil War and Reconstruction PO1. Analyze the factors leading to the Civil War: a. role of abolitionists and Underground Railroad</p>	<p>How does geography influence the way people live?</p> <ul style="list-style-type: none"> • What is Manifest Destiny? <p>What motivates people to act?</p>	<p>Students should be able to know: The ideas and concepts of Manifest Destiny.</p>	<p>Manifest Destiny Civil War abolitionist underground railroad sectionalism states' rights</p>
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<p>Chapter 16:</p> <p>YouTube: Westward Expansion and Manifest Destiny (7:04)</p> <p>Introducing the Chapter</p> <ul style="list-style-type: none"> Manifest Destiny Chapter Opener Interactive Time Line North America 1810-1850 Interactive Map Territorial Expansion 1800-1853 <p>Worksheets, Activities, and Projects</p> <p>All Worksheets and Activities can be customized or given as online assignments using McGraw-Hill Networks Editable Worksheets.</p> <ul style="list-style-type: none"> Reading Essentials and Study Guide for American History Vocabulary Builder Activity Manifest Destiny What Do You Know? Manifest Destiny Hands-On Chapter Project Manifest Destiny Worksheet Answer Key <p>Review and Assess Review</p> <ul style="list-style-type: none"> Guided Notes: Have Students use the My Notes feature in the 	<p>b. Sectionalism and States' Rights</p> <p>c. Westward expansion (Manifest Destiny, Texas War for Independence, Mexican War)</p> <p>d. Missouri and 1850 Compromises</p> <p>e. Dred Scott Decision</p> <p>f. Kansas-Nebraska Act</p> <p>Linking Performance Objective(s):</p> <p>S4C4-PO8: Explain how cooperation and conflict contribute to political, economic and social activities.</p> <p>S4C6-PO1: Describe (explain) ways geographic features and conditions influence history. (e.g., agrarian south pre-Civil War, Industrial North)</p> <p>S3C3-PO1: Analyze the significance of the following judicial review:</p> <ol style="list-style-type: none"> Dred Scott Plessy v Ferguson Scopes Trail <p>S3C4-PO5: Describe (identify) the impact of laws (i.e., Dawes Act) that came about during the historical time periods studied.</p> <p>Linking Performance Objective(s):</p> <p>S2C9-PO1: <i>Describe current events using information from class discussions and various resources (e.g., newspapers, magazines, television, Internet, books, maps)</i></p> <p>S2C9-PO2: Identify the connection between current and historical events and issues using information from class discussions and various resources (e.g., newspapers, magazines, television, Internet, books, maps)</p> <p>S2C9-PO3:</p>	<ul style="list-style-type: none"> How did Americans' attitude toward slavery change? Why did the reform movement gain momentum? Who opposed the abolition of slavery? <p>Why does conflict develop?</p> <ul style="list-style-type: none"> What political compromises were made because of slavery? What is the Kansas-Nebraska Act? How did a new political party affect the challenges to slavery? Why was the Dred Scott case important? How did Abraham Lincoln and Stephen A. Douglas play a role in the challenges to slavery? What was the importance of the election of 1860? What did the attack on Fort Sumter signify? 	<ul style="list-style-type: none"> Evaluate the concept of and justification for Manifest Destiny. <p>The influence of certain individuals on social and political developments in the United States.</p> <ul style="list-style-type: none"> Identify and analyze major reform movements and who led them. <p>The development of the abolitionist movement and its impact.</p> <ul style="list-style-type: none"> Trace the development of the abolitionist movement. Identify abolitionist leaders and their actions. Contrast the arguments for and against abolition. <p>What compromises involving the issues of slavery and the admission of new states made or attempted and why they failed.</p> <ul style="list-style-type: none"> Determine the causes that led to the division of the nation Discuss and evaluate the political compromises that were made because of slavery. Draw conclusions about the Kansas-Nebraska Act. <p>How slavery contributed to the division of the nation.</p> <ul style="list-style-type: none"> Analyze the new political party and its role in government. 	<p>expansion</p> <p>Missouri Compromise</p> <p>1850 Compromise</p> <p>Dred Scott Decision</p> <p>Kansas-Nebraska Act</p> <p>Lincoln Douglas Debates</p> <p>Republican Party (birth of)</p> <p>property rights</p> <p>enslavement</p> <p>population density</p> <p>agrarian South</p> <p>industrial North</p> <p>Treaty of Guadalupe</p> <p>Gadsden Purchase</p> <p>political platform</p> <p>Sojourner Truth</p> <p>Fredrick Douglas</p> <p>Harriet Tubman</p>
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<p>Student Center to create comprehensive study notes.</p> <ul style="list-style-type: none"> • Chapter Summary Manifest Destiny • Foldables Activity Manifest Destiny 	<p>Analyze how world events of the late 20th century and early 21st century (e.g., terrorism, globalization, conflicts, interdependence, natural disasters, advancements in science and technology, environmental issues) affected, and continue to affect, the social, political, geographic, and economic climate of the world.</p> <p>S2C9-PO4: Compare the economic, political, and social aspects of countries identified during the first half of the 20th century to its contemporary economic, political, and social aspects.</p>		<ul style="list-style-type: none"> • Identify and evaluate the importance of the Dred Scott v. Sanford decision. <p>The events that led to the Civil War.</p> <ul style="list-style-type: none"> • Evaluate the importance of the election of 1860. • Analyze the significance of the attack on Fort Sumter. • Analyze and compare arguments about whether or not the South had the right to secede. 	
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Second Quarter

Civil War and Reconstruction

<p>Textbook: Discovering Our Past – A History of the United States Chapter 17</p> <p>Worksheets, Activities, and Projects All Worksheets and Activities can be customized or given as online assignments using McGraw-Hill Networks Editable Worksheets.</p> <ul style="list-style-type: none"> • Reading Essentials and Study Guide for American History • Vocabulary Builder Activity The Civil War • What Do You Know? The Civil War • Hands-On Chapter Project The Civil War • Technology Extension Civil War Web Site 	<p>S1:American History.C6:Civil War and Reconstruction</p> <p>PO2.Determine the significance of the following events of the Civil War:</p> <ol style="list-style-type: none"> firing on Fort Sumter major battles – Bull Run, Antietam, Vicksburg, Gettysburg Enactment of the Emancipation Proclamation Sherman’s march surrender at Appomattox Arizona connection – Picacho Peak <p>PO3.Describe significance of the following individuals or groups in the Civil War:</p> <ol style="list-style-type: none"> political leaders (i.e., Abraham Lincoln, Jefferson Davis) military leaders (i.e., Robert E. Lee, Ulysses S. Grant, William Tecumseh Sherman, Thomas “Stonewall” Jackson) role of African-Americans role of Women <p>PO4.Analyze the impact of the Civil War on the following personal, social, and economic aspects of American life.</p> <ol style="list-style-type: none"> Americans fighting Americans high casualties caused by disease and the 	<ul style="list-style-type: none"> • How did people, places and things affect the outcome of the Civil War? • Why did each side in the Civil War think the war would be won easily? • What were the strengths and weaknesses of the North and South? • How did each side in the war try to gain an advantage over the other • Why did neither the North nor the South gain a strong advantage during the early years of the War? • What were the causes and effects of the Emancipation Proclamation? 	<p>Students should be able to know:</p> <p>The goals and strategies, strengths and weaknesses of the North and South.</p> <ul style="list-style-type: none"> • Identify and evaluate the goals of both the North and South • Compare the strengths and weaknesses of the North and South. <p>Know major battles of the early part of the American Civil War.</p> <ul style="list-style-type: none"> • Explain how the Union responded to defeats in the East in 1862. <p>Know the debate leading up to, and the results of, Lincoln’s Emancipation Proclamation.</p> <ul style="list-style-type: none"> • Evaluate the effect of the Emancipation Proclamation. <p>Know how the Civil War affected the roles of women, politics, and the economies of the North and South.</p>	<ul style="list-style-type: none"> • Ft. Sumter • Bull Run • Antietam • Vicksburg • Gettysburg • Emancipation Proclamation • Sherman’s March • Appomattox • Abe Lincoln • Jefferson Davis • Robert E. Lee • Ulysses S. Grant • W. T. Sherman • Stonewall Jackson • casualties • scarcity • Bill of Rights
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<ul style="list-style-type: none"> Worksheet Answer Key <p>Review and Assess Review</p> <ul style="list-style-type: none"> Guided Notes: Have Students use the My Notes feature in the Student Center to create comprehensive study notes. Chapter Summary The Civil War Foldables Activities The Civil War <p>Worksheets, Activities, and Projects</p> <p>All Worksheets and Activities can be customized or given as online assignments using McGraw-Hill Networks Editable Worksheets.</p> <ul style="list-style-type: none"> Reading Essentials and Study Guide for American History Vocabulary Builder Activity The Reconstruction Era What Do You Know? The Reconstruction Era Hands-On Chapter Project The Reconstruction Era Technology Extension Andrew Johnson Narrated Political Cartoon Video 	<p>type of warfare</p> <ul style="list-style-type: none"> widespread destruction of American property change in status of freed slaves value of railroads and industry <p>PO5. Describe the impact of various events and movements that influenced Reconstruction:</p> <ul style="list-style-type: none"> Lincoln’s assassination Ku Klux Klan and the development of Jim Crow laws Freedmen’s Bureau Civil War Constitutional Amendments industrialization Reconstruction Plans (Lincoln’s, Johnson’s, and Radical Republicans) <p>Linking Performance Objective(s): S3C4-PO5. Describe the impact of Constitutional Amendments and laws (i.e., Thirteenth, Fourteenth, Fifteenth, Eighteenth, Nineteenth, and Twenty-first Amendments, Jim Crow Laws, Black Codes) that came about.</p> <p>Linking Performance Objective(s): S2C9-PO1: <i>Describe current events using information from class discussions and various resources (e.g., newspapers, magazines, television, Internet, books, maps)</i></p> <p>S2C9-PO2: Identify the connection between current and historical events and issues using information from class discussions and various resources (e.g., newspapers, magazines, television, Internet, books, maps)</p> <p>S2C9-PO3: Analyze how world events of the late 20th century and early 21st century (e.g., terrorism, globalization, conflicts, interdependence, natural disasters,</p>	<ul style="list-style-type: none"> What social, political and economic changes resulted from the war? How did Lincoln and his generals turn the tide of the war? How did the events at Gettysburg and Vicksburg change the course of the War? 	<ul style="list-style-type: none"> Identify the changes in lifestyles during the Civil War. Describe the conditions of the hospitals and the prison camps during the Civil War. Analyze political and economic changes that occurred during the war. <p>Know major battles and turning points of the American Civil War.</p> <ul style="list-style-type: none"> Explain why the South seemed to be winning the war. Analyze why the Battle of Gettysburg was a turning point in the war. <p>Know the events that ended the Civil War.</p> <ul style="list-style-type: none"> Evaluate the idea of total war and how it affected the South. Identify and analyze the events that ended the Civil War. 	<ul style="list-style-type: none"> Reconstruction Ku Klux Klan Jim Crow Laws Freedman’s Bureau Industrialization impeachment Andrew Johnson Hayes-Tilden Compromise Thirteenth Amendment Fourteenth Amendment
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<ul style="list-style-type: none"> Worksheet Answer Key <p>Review and Assess</p> <p>Review</p> <ul style="list-style-type: none"> Guided Notes: Have Students use the My Notes feature in the Student Center to create comprehensive study notes. Chapter Summary The Reconstruction Era Foldables Activity Reconstruction and the New South 	<p>advancements in science and technology, environmental issues) affected, and continue to affect, the social, political, geographic, and economic climate of the world.</p> <p>S2C9-PO4:</p> <p>Compare the economic, political, and social aspects of countries identified during the first half of the 20th century to its contemporary economic, political, and social aspects.</p>			<ul style="list-style-type: none"> Fifteenth Amendment Black Codes Radical Republicans
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Third Quarter


Immigration

<p>Textbook: Discovering Our Past – A History of the United States Chapter 21</p> <p>Introducing the Chapter</p> <ul style="list-style-type: none"> An Urban Society Chapter Opener Interactive Time Line United States 1865 to 1914 Interactive Map U.S. Population Density 1900 Interactive Nations of the World Atlas <p>Worksheets, Activities, and Projects</p> <p>All Worksheets and Activities can be customized or given as online</p>	<p><u>S1:American History.C7:Emergence of the Modern United States</u></p> <p>PO1.Examine the reasons why people emigrated from their homelands to settle in the United States during the late 19th century.</p> <p>PO2.Describe (explain) how the United States was positively and negatively affected by factors and events resulting from the arrival of a large number of immigrants.</p> <p>PO4.Discuss the relationship between immigration and industrialization.</p> <p>Linking Performance Objective(s):</p> <p>S4C4-PO3:</p> <p>Describe the effects of human migration (e.g., imperialism, quota system, changing of political boundaries, multiculturalism) in the U.S. and regions of the world.</p> <p>S4C4-PO5:</p>	<p>Why do people move?</p> <p>Why did many people immigrate to the United states during this period?</p> <p>How did immigrants adjust to their new life in the United States?</p> <p>What factors led to the growth of cities?</p> <p>What problems faced the people who lived in urban areas?</p> <p>What actions addressed the problems of the cities?</p> <p>How do new ideas change the way people live?</p>	<p>Students should know and be able to:</p> <p>Why different groups of immigrants decided to come to the United States.</p> <p>The challenges, obstructions, and oppositions immigrants faced in the United States.</p> <p>How the new immigrants adapted as well as retained their cultural identity.</p> <ul style="list-style-type: none"> Identify and evaluate the reasons different groups of immigrants were pushed or pulled to come to the U.S. Identify and evaluate what happened to many immigrants after their arrival in the U.S. Identify and organize the ways immigrants sometimes chose to adapt to the U.S. but still retain their cultural identity. 	<p>Emigrate</p> <p>Ethnic group</p> <p>Steerage</p> <p>Recruit</p> <p>Assimilate</p> <p>Nativist</p> <p>Attitude</p> <p>Affect</p> <p>Urban</p> <p>Tenement</p> <p>Slum</p> <p>Middle class</p> <p>Suburb</p> <p>Settlement house</p> <p>Skyscraper</p> <p>Yellow journalism</p> <p>Vaudeville</p> <p>Ragtime</p>
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<p>assignments using McGraw-Hill Networks Editable Worksheets.</p> <ul style="list-style-type: none"> • Reading Essentials and Study Guide on American History • Vocabulary Builder Activity An Urban Society • What Do You Know? An Urban Society • Hands-On Chapter Project An Urban Society • Technology Extension Online Mindmapping • Worksheet Answer Key <p>Review and Assess Review</p> <ul style="list-style-type: none"> • Guided Notes: Have Students use the My Notes feature in the Student Center to create comprehensive study notes. • Chapter Summary An Urban Society • Foldables Activity An Urban Society 	<p>Analyze the effects of settlement (e.g., quality of life, transportation, population density) on places.</p> <p>S4C4-PO6: Describe (compare) the distributions and patterns of cultural characteristics (e.g., religions, language, standard of living) over time.</p> <p>Linking Performance Objective(s): S2C9-PO1: <i>Describe current events using information from class discussions and various resources (e.g., newspapers, magazines, television, Internet, books, maps)</i></p> <p>S2C9-PO2: Identify the connection between current and historical events and issues using information from class discussions and various resources (e.g., newspapers, magazines, television, Internet, books, maps)</p> <p>S2C9-PO3: Analyze how world events of the late 20th century and early 21st century (e.g., terrorism, globalization, conflicts, interdependence, natural disasters, advancements in science and technology, environmental issues) affected, and continue to affect, the social, political, geographic, and economic climate of the world.</p> <p>S2C9-PO4: Compare the economic, political, and social aspects of countries identified during the first half of the 20th century to its contemporary economic, political, and social aspects.</p>	<p>What changes expanded opportunities for education?</p> <p>How did the literature of this time period reflect the values of American society?</p> <p>Why did new forms of recreation develop?</p>	<p>How social strata developed in cities.</p> <p>The problems that resulted from rapid growth of cities and how they were solved.</p> <ul style="list-style-type: none"> • Describe where different classes of people gravitated to in and around cities. <p>How changes in education affected the lives of young people and resulted in a growth of literature.</p> <ul style="list-style-type: none"> • Identify and draw conclusions about the changes to American culture during this period. 	
Industrial Revolution				
<p>Textbook: Discovering Our Past – A History of the United States Chapter 20</p>	<p>S1: American History.C7:Emergence of Modern United States PO3.Discuss how the Industrial Revolution in the United States was supported by</p>	<p>How does technology change the way people live and work?</p>	<p>Students should know and be able to:</p>	<ul style="list-style-type: none"> • Industrial Era • Urbanization • Middle class • Labor

<p>Introducing the Chapter</p> <ul style="list-style-type: none"> • The Industrial Age Chapter Opener • Interactive Time Line United States 1865-1914 • Interactive Map Manufacturing in 1900 • Interactive Nations of the World Atlas <p>Worksheets, Activities, and Projects</p> <p>All Worksheets and Activities can be customized or given as online assignments using McGraw-Hill Networks Editable Worksheets.</p> <ul style="list-style-type: none"> • Reading Essentials and Study Guide for American History • Vocabulary Builder Activity The Industrial Age • What Do You Know? The Industrial Age • Hands-On Chapter Project The Industrial Age • Technology Extension Online Presentations for the Industrial Age • Worksheet Answer Key <p>Review and Assess Review</p> <ul style="list-style-type: none"> • Guided Notes: Have Students use the My Notes feature in the 	<p>multiple factors (e.g. geographic security, abundant natural resources, innovations in technology, available labor, global markets).</p> <p>Linking Performance Objective(s): S4C4-PO2.Describe (analyze) the push and pull factors (e.g., need for raw materials, enslavement, employment opportunities, impact of war, religious freedom, political freedom) that cause human migrations. S2C6-PO2.Determine the effect of the Industrial Revolution on the Western World: a. growth of cities b. rise of middle class c. spread of industrialization d. rise of imperialism e. foundations for future technological advances f. labor issues</p> <p><u>S1:American History.C7:Emergence of Modern United States.</u> PO7.Describe how innovations of the Industrial Revolution (e.g., manufacturing, textiles, transportation, improvements) contributed to U.S. growth and expansion.</p> <p>Linking Performance Objectives: S2C6-PO1.Describe (summarize) how innovations and inventions during the Industrial Revolution impacted industry, manufacturing, and Transportation. S5C2-PO2.Describe (explain) how (private) investment in human capital such as health (e.g. immunizations), education (e.g., college), and training of people (e.g., on the job experience), leads to economic growth.</p> <p><u>S1:American History.C7:Emergence of Modern United States</u></p>	<p>How did railroads pave the way for growth and expansion?</p> <p>What industries benefited from the expansion of the railroad system?</p> <p>How did innovations in communications change society?</p> <p>How did new inventions improve people’s lives?</p> <p>How did the inventions of the late 1800s change society?</p> <p>What is the role of factors of production in making goods and services?</p> <p>How did John D. Rockefeller and Andrew Carnegie build fortunes in the oil and steel industries?</p> <p>How did working conditions change during the Industrial Age?</p> <p>Why did workers form labor unions?</p>	<p>How the development of railroads changed American culture and society.</p> <ul style="list-style-type: none"> • Analyze the importance of the railroad in the Industrial Age. <p>The inventors and inventions that affected culture, communications, and economic development in the United States.</p> <ul style="list-style-type: none"> • Identify and evaluate the inventions of the era. • Define mass production • Evaluate the impact of mass production on the U.S. economy. <p>How big business developed. The importance of Rockefeller and the oil industry. The importance of Carnegie and the steel industry.</p> <ul style="list-style-type: none"> • Identify and analyze the factors of production. • Evaluate the importance of capital to production. • Compare and contrast how Rockefeller and Carnegie organized the oil and steel industries. • Analyze the concept of monopoly and how the Standard Oil Trust exemplified it. <p>The efforts of labor unions to improve working conditions.</p> <ul style="list-style-type: none"> • Describe and evaluate working conditions during the Industrial Age. • Identify and analyze how and why labor organized during the Industrial Age. 	<ul style="list-style-type: none"> • Inventions • Natural resources • Global markets • rural • union • investment • capital (physical and human) • child labor • big business • corporation • entrepreneur • Andrew Carnegie • Henry Ford • John D. Rockefeller • J. P. Morgan • Cornelius Vanderbilt • Thomas Edison • Jay Gould • free enterprise • monopoly • trust • industrialization • strikes • Homestead Strike
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<p>Student Center to create comprehensive study notes.</p> <ul style="list-style-type: none"> • Chapter Summary The Industrial Age • Foldables Activity The Industrial Age 	<p>PO5.Analyze the impact of industrialization on the United States:</p> <ol style="list-style-type: none"> rural to urban migration factory conditions, child labor laws unions influence of big businesses <p>PO6.Describe the following Progressive Reforms that resulted from the Industrial Revolution:</p> <ol style="list-style-type: none"> labor unions Women’s Suffrage Temperance Movement <p>PO8.Identify the following groups’ contribution to the changing social and political structure of the U.S:</p> <ol style="list-style-type: none"> Labor leaders (e.g., Samuel Gompers, Mother Jones) Social Reformers (e.g., Susan B. Anthony, Elizabeth Cady Stanton) Industrialists (e.g., Andrew Carnegie, John D. Rockefeller) Inventors (e.g., Thomas Edison, Henry Ford) Financiers (e.g., J.P. Morgan, Jay Gould) <p>Linking performance Objectives(s):</p> <p>S5C2-PO4: Describe (identify) the role of entrepreneurs (e.g., Carnegie, Ford, Rockefeller, J. P. Morgan, Vanderbilt) in the free enterprise system.</p> <p>S5C2-PO5: Describe (explain) the function of private business in producing goods and services.</p> <p>S5C2-PO6: Describe (explain) how the interaction between buyers and sellers determines market prices.</p> <p>S5C2-PO3: Describe how investment in physical capital (e.g., factories, machinery, new technology) leads to economic growth.</p> <p>S5C2-PO1:</p>			
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	<p>Identify the functions and relationships among various institutions (e.g., business firms, banks, government agencies, labor unions, corporations) that make up an economic system</p> <p>Linking Performance Objective(s): S2C9-PO1: <i>Describe current events using information from class discussions and various resources (e.g., newspapers, magazines, television, Internet, books, maps)</i></p> <p>S2C9-PO2: Identify the connection between current and historical events and issues using information from class discussions and various resources (e.g., newspapers, magazines, television, Internet, books, maps)</p> <p>S2C9-PO3: Analyze how world events of the late 20th century and early 21st century (e.g., terrorism, globalization, conflicts, interdependence, natural disasters, advancements in science and technology, environmental issues) affected, and continue to affect, the social, political, geographic, and economic climate of the world.</p> <p>S2C9-PO4: Compare the economic, political, and social aspects of countries identified during the first half of the 20th century to its contemporary economic, political, and social aspects.</p>			
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Progressive Era

<p>Textbook: Discovering Our Past – A History of the United States Chapter 22</p> <p>Introducing the Chapter</p> <ul style="list-style-type: none"> The Progressive Era Chapter Opener 	<p>S3C3-PO2: Identify the government’s role in progressive reforms (e.g., women’s suffrage, labor unions, temperance movement, civil rights).</p> <p>Linking Performance Objectives:</p>	<ul style="list-style-type: none"> How did Americans benefit from Progressive reforms? How did political corruption lead to new ways of political thinking? 	<p>Students should know and be able to:</p> <ul style="list-style-type: none"> Determine the effect of the Progressive Era Identify technological advances that were made after the Progressive Era Analyze the various event that 	<ul style="list-style-type: none"> suffrage Temperance Movement Progressive Era Samuel Gompers Mother Jones Susan B. Anthony Elizabeth Cady Stanton Populist
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<ul style="list-style-type: none"> Interactive Time Line The United States 1877-1920 Interactive Map Voting Rights for Women 1919 Interactive Nations of the World Atlas <p>Worksheets, Activities, and Projects All Worksheets and Activities can be customized or given as online assignments using McGraw-Hill Networks Editable Worksheets.</p> <ul style="list-style-type: none"> Reading Essentials and Study Guide on American History Vocabulary Builder Activity The Progressive Era What Do You Know? The Progressive Era Hands-On Chapter Project The Progressive Era Technology Extension Comic Strip Worksheet Answer Key <p>Review and Assess Review</p> <ul style="list-style-type: none"> Guided Notes: Have Students use the My Notes feature in the Student Center to create comprehensive study notes. Chapter Summary The Progressive Era 	<p>S1C7-PO6.Describe (summarize) the following Progressive Reforms that resulted from the Industrial Revolution:</p> <ol style="list-style-type: none"> labor unions Women’s Suffrage trust busting conservation of natural resources Temperance Movement <p>S1C7-PO8. Identify the following groups’ contributions to the changing social and political structure of the United States:</p> <ol style="list-style-type: none"> labor leaders (e.g., Samuel Gompers, Mother Jones) social reformers (e.g., Susan B. Anthony, Elizabeth Cady Stanton) Populists (e.g., William Jennings Bryan) <p>S3C4-PO5.Describe (analyze) the impact of Constitutional Amendments (i.e., Eighteenth, Nineteenth, Twenty-first) that came about during the historical time periods studied.</p> <p>S3C3-PO2.Identify the government’s role in progressive reforms (e.g., women’s suffrage, labor unions, temperance movement, civil rights)</p> <p>Linking Performance Objective(s): S2C9-PO1: <i>Describe current events using information from class discussions and various resources (e.g., newspapers, magazines, television, Internet, books, maps)</i> S2C9-PO2: Identify the connection between current and historical events and issues using information from class discussions and various resources (e.g., newspapers, magazines, television, Internet, books, maps) S2C9-PO3: Analyze how world events of the late 20th century and early 21st century (e.g.,</p>	<ul style="list-style-type: none"> How did reformers go about changing the conditions for laborers and children? 	<p>influenced the Progressive Era</p> <ul style="list-style-type: none"> Describe the political corruption during the progressive era Explain the reason people emigrated to U.S. Describe the positive and negative impact of Progressive Era Analyze the Progressive Era in America Analyze the impact of the Progressive Era. 	<ul style="list-style-type: none"> William Jennings Bryan trust busting conservation Eighteenth Amendment Nineteenth Amendment Twenty First Amendment Scopes Trial Jane Addams Plessy v. Ferguson
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<ul style="list-style-type: none"> Foldables Activity The Progressive Era in the United States 	<p>terrorism, globalization, conflicts, interdependence, natural disasters, advancements in science and technology, environmental issues) affected, and continue to affect, the social, political, geographic, and economic climate of the world.</p> <p>S2C9-PO4: Compare the economic, political, and social aspects of countries identified during the first half of the 20th century to its contemporary economic, political, and social aspects.</p>			
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**Fourth Quarter
Imperialism**

<p>Textbook: Discovering Our Past – A History of the United States Chapter 23</p> <p align="center">Audio</p> <p>Power Point Lecture Slides: Age of Imperialism Hawaii & the U.S. Gross Domestic Product The Spanish-American War American Foreign Policy</p> <p>Slides: John Hay, Building the Panama Canal</p> <p>Videos: Learn 360 The Civil War & the New Century Annexation of Hawaii A Splendid Little War Latin American Imperialism</p> <p>Video Notetaking Sheet</p>	<p><u>S1:American History.C7:Emergence of Modern United States</u> PO9.Describe the following factors that fostered the growth of American Imperialism during the late 19th and early 20th centuries: a. desire for military strength b. interest in new markets c. need for inexpensive source for raw materials.</p> <p>Linking Performance Objective(s): S2C7-PO1: Describe the effects of the following factors on the rise of imperialism: a. increased need for raw material b. increased need for consumers c. nationalism – countries increased powers</p> <p>S4C2-PO3: Compare the historical and contemporary interactions among people in different places and regions. (e.g. alliance building).</p> <p><u>S1:American History.C7:Emergence of Modern United States</u> PO10.Analyze the United States’ expanding role in the world during the late 19th and early 20th Centuries:</p>	<p>Why does conflict develop?</p> <p>What did the U.S. do to open trade with Japan?</p> <p>How did Alaska become a territory of the United States?</p> <p>Why did the Hawaiians resist American influence in their country?</p> <p>How did the United States expand its trading interests in China?</p> <p>How did the United States help settle the Russo-Japanese War?</p> <p>Why did the United States go to war with Spain?</p> <p>How were Cuba, Puerto Rico, and the Philippines ruled after the Spanish-American War?</p>	<p>Students should know and be able to: How the U.S. changed to a policy of imperialism in the late 1800s.</p> <ul style="list-style-type: none"> Identify the causes and effects of imperialism in the late 1800s. Analyze the expansion of U.S. economic influence in Latin America. <p>How the U.S. expanded its influence in Asia and the Pacific islands during this period.</p> <ul style="list-style-type: none"> Explain how the U.S. acquired territories in the Pacific. Evaluate the effects of the Open Door Policy in China. Identify the causes and consequences of the Russo-Japanese War. <p>How the Spanish-American War helped make the U.S. a world power.</p> <ul style="list-style-type: none"> Identify territories acquired by the U.S. after the Spanish-American War. 	<ul style="list-style-type: none"> imperialism Expansionism isolationism provisional government sphere of influence Armistice Protectorate Territory Isthmus Anarchy Dollar diplomacy
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<p>Chapter Vocabulary</p> <p>World Atlas Map: The Alaska Purchase, 1867 Map: The Spanish-American War: The Carribean Map: Building the Panama Canal</p> <p>Chart: American Imperialism – World Leader or Bully? Chapter Test</p> <p>Assessments: Lesson Quizzes Chapter Test</p>	<p>a. Spanish American War b. Panama Canal c. Alaska and Hawaii d. Open Door Policy e. China – Boxer Rebellion</p> <p>Linking Performance Objective(s): S2C7-PO2: Describe how areas of the world (e.g., Africa, India, China) were impacted by Imperialism of European countries. S2C7-PO4: Describe (summarize) the impact of American interests in the following areas during the late 19th century and the early 20th century: a. Philippines, Cuba, Puerto Rico and the Spanish American War b. China and the Boxer Rebellion c. Colombia and the building of the Panama Canal d. Hawaiian annexation</p> <p>Linking Performance Objective(s): S2C9-PO1: <i>Describe current events using information from class discussions and various resources (e.g., newspapers, magazines, television, Internet, books, maps)</i> S2C9-PO2: Identify the connection between current and historical events and issues using information from class discussions and various resources (e.g., newspapers, magazines, television, Internet, books, maps) S2C9-PO3: Analyze how world events of the late 20th century and early 21st century (e.g., terrorism, globalization, conflicts, interdependence, natural disasters, advancements in science and technology, environmental issues) affected, and continue</p>	<p>What steps did the United States take to build the Panama Canal?</p> <p>What was the United States' foreign policy in Latin America?</p>	<ul style="list-style-type: none"> Summarize the arguments of both imperialists and anti-imperialists. <p>How U.S. presidents shaped policies in Latin America.</p> <ul style="list-style-type: none"> Draw conclusion about how the Panama Canal affected U.S. relations with Latin America. Compare and contrast the Roosevelt Corollary, dollar diplomacy, and moral diplomacy. Analyze the U.S. role in Mexican Revolution. 	<ul style="list-style-type: none"> Spanish American War Panama Canal Open Door Policy Boxer Rebellion annexation commonwealth yellow journalism
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	<p>to affect, the social, political, geographic, and economic climate of the world.</p> <p>S2C9-PO4: Compare the economic, political, and social aspects of countries identified during the first half of the 20th century to its contemporary economic, political, and social aspects.</p>			
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World War I

Textbook: Discovering Our Past – A History of the United States Chapter 24

Introducing the Chapter

- World War I Chapter Opener
- Interactive Time Line | The World 1914-1919
- Interactive Map | The World During WWI 1914-1919
- Interactive Nations of the World Atlas

Worksheets, Activities, and Projects

All Worksheets and Activities can be customized or given as online assignments using McGraw-Hill Networks Editable Worksheets.

- Reading Essentials and Study Guide on American History
- Vocabulary Builder Activity | World War I
- What Do You Know? | World War I

S1:American History.C7:Emergence of Modern United States

PO12.Describe the following events that led to United States involvement in World War I:

- shift away from isolationism
- sinking of the Lusitania
- Zimmerman Telegraph

Linking Performance Objective(s):

S2C8-PO1:
Explain how the following world movements led to World War I:

- militarism
- imperialism
- nationalism
- formation of alliances (e.g., assassination of Archduke Ferdinand)

S4C1-PO4:
Locate physical and cultural features (e.g., continents, cities, countries, significant waterways, mountain ranges, climate zones, major water bodies, landforms) throughout the world.

S3C2-PO1:
Describe (explain) how the powers of checks and balances are used in the following:

- declaring war
- treaties

S3C5-PO2:
Compare (describe) different types of government:

Why does conflict develop?
What factors led to the outbreak of war in Europe?

What changes made World War I become a long and deadly war?

Why did the United States try to remain neutral during the war?

What made the United States decide to enter the war?

How did American troops help to turn the tide of the war toward the Allies?

What events occurred that led to the armistice being signed?

How did the United States prepare to fight the war?

Why did the U.S. government approve legislation to control public opinion?

Why did the Allies oppose Wilson’s plan for peace?

Students should know and be able to:
The factors that led to the outbreak of World War I in Europe.
The Changes in technology and battle strategy that changed the nature of war.

- Analyze the cause and effect of factors that led to the outbreak of war in Europe.
- Draw conclusions about the changes in technology and battle strategy that changed the nature of war.

Why the United States tried to remain neutral during the war.
What made the United States decide to enter the war.

- Recognize the historical perspectives that led the U.S. to try to remain neutral during World War I.
- Identify and evaluate the reasons the U.S. finally decided to enter WWI.

How the American troops helped to turn the tide for the Allies.
The events that led to the armistice being signed.

- Identify and evaluate how the American troops helped to turn the tide for the Allies.

- militarism
- alliances
- monarchy
- democracy
- Archduke Franz Ferdinand
- constitutional Monarchy
- isolationism
- Lusitania
- Zimmerman telegram
- Russian Revolution
- checks and balances
- declaration of war
- treaties
- Selective Service Act
- Great Migration
- empire
- Fourteen Points
- Woodrow Wilson
- League of Nations
- Treaty of Versailles
- national debt
- socialism
- reparations

<ul style="list-style-type: none"> Hands-On Chapter Project World War I Technology Extension Editing and Sharing Student Documentaries Worksheet Answer Key <p>Review and Assess Review</p> <ul style="list-style-type: none"> Guided Notes: Have Students use the My Notes feature in the Student Center to create comprehensive study notes. Chapter Summary World War I Foldables Activity World War I 	<p>a. monarchies b. constitutional monarchy c. democracy</p> <p><u>S1:American History.C7:Emergence of Modern United States</u> PO13.Describe (explain) important events associated with World War I: a. passing of the Selective Service Act b. migration of African-Americans to the north (Great Migration) c. Wilson’s Fourteen Points d. controversy over the Treaty of Versailles</p> <p>Linking Performance Objective(s): S2C8-PO2: Summarize the outcomes of World War I: a. Treaty of Versailles (e.g., restrictions on Germany, end of the Ottoman Empire, redrawing of European boundaries) b. economic issues (e.g., national debt, spread of socialism) S3C5-PO1: Discuss how negotiations with foreign governments have led to the development of foreign policy initiatives (e.g., Treaty of Versailles, Fourteen Points, League of Nations) S2C8-PO3: Describe the rise of totalitarianism in Europe following World War I: a. Italy under Mussolini b. Germany under Hitler c. Soviet Union under Stalin S5C3-PO4: Describe how scarcity influences the choices (e.g., war time rationing, women in the workforce, reallocation of resources) made by governments and businesses.</p> <p>Linking Performance Objective(s): S2C9-PO1:</p>	<p>Why did the U.S. senate reject the Treaty of Versailles and the League of Nations?</p>	<ul style="list-style-type: none"> Analyze the circumstances that caused Germany to start losing the war and appeal for an armistice. <p>How the United States prepared to fight the war. Why the U.S. government approved legislation to control public opinion.</p> <ul style="list-style-type: none"> Identify and organize information about how the U.S. prepared to fight the war. Identify points of view about the legislation the American government passed to control public opinion. <p>The reasons the Allies opposed Wilson’s plan for peace. Why the U.S. rejected the Treaty of Versailles and the League of Nations.</p> <ul style="list-style-type: none"> Identify reasons why the U.S. Senate rejected the Treaty of Versailles and the League of Nations. Recognize the different points of view among the Allies and why they opposed Wilson’s plan for peace. 	
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	<p><i>Describe current events using information from class discussions and various resources (e.g., newspapers, magazines, television, Internet, books, maps)</i></p> <p>S2C9-PO2: Identify the connection between current and historical events and issues using information from class discussions and various resources (e.g., newspapers, magazines, television, Internet, books, maps)</p> <p>S2C9-PO3: Analyze how world events of the late 20th century and early 21st century (e.g., terrorism, globalization, conflicts, interdependence, natural disasters, advancements in science and technology, environmental issues) affected, and continue to affect, the social, political, geographic, and economic climate of the world.</p> <p>S2C9-PO4: Compare the economic, political, and social aspects of countries identified during the first half of the 20th century to its contemporary economic, political, and social aspects.</p>			
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Great Depression and World War II

<p>Textbook: Discovering Our Past – A History of the United States Chapter 26</p> <p>Introducing the Chapter</p> <ul style="list-style-type: none"> The Depression and the New Deal Chapter Opener Interactive Time Line The Depression and the New Deal, United States 1929 to 1939 	<p>Connect the results of World War I to causes of World War II</p> <p><u>S1:American History.C8:Depression and WWII</u></p> <p>PO1.Identify economic policies and factors (e.g., unequal distribution of income, weaknesses in the farm sector, buying on margin, stock market crash) that led to the Great Depression.</p> <p>PO2.Determine the impact of natural and manmade crises (e.g., unemployment, food lines, the Dust Bowl and the western migration of Midwest farmers) of the Great Depression.</p>	<p>Why do people make economic choices?</p> <ul style="list-style-type: none"> Why did the stock market crash? How did the Great Depression bring hardships? How did Hoover start to involve the government in the economic crisis? <p>How do governments change?</p>	<p>Students should know and be able to:</p> <p>Know the effect the great Depression had on the United States.</p> <ul style="list-style-type: none"> Explain why the stock market crashed and how the Great Depression brought hardship. Analyze the reasons Hoover started to involve the government in the economic crisis. 	<ul style="list-style-type: none"> rationing war time economy women in work force
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<ul style="list-style-type: none"> Interactive Map The Dust Bowl Interactive Nations of the World Atlas <p>Worksheets, Activities, and Projects All Worksheets and Activities can be customized or given as online assignments using McGraw-Hill Networks Editable Worksheets.</p> <ul style="list-style-type: none"> Reading Essentials and Study Guide for American History Vocabulary Builder Activity The Depression and the New Deal What Do You Know? The Depression and the New Deal Hands-On Chapter Project The Depression and the New Deal Technology Extension Multimedia Presentations as Virtual Time Capsules Worksheet Answer Key <p>Review and Assess Review</p> <ul style="list-style-type: none"> Guided Notes: Have Students use the My Notes feature in the Student Center to create comprehensive study notes. 	<p>PO3.Describe how the following New Deal programs affected the American people. a. works programs (e.g., WPA, CCC, TVA) b. farm subsidies c. Social Security</p> <p>Linking Performance Objective(s): S4C5-PO2: Describe the consequences of natural hazards (e.g., Dust Bowl, hurricanes, droughts, earthquakes) S5C1-PO3: Identify how governments and businesses make choices based on the availability of resources. S5C3-PO4: Describe how scarcity influences the choices (e.g., war time rationing, women in the workforce, reallocation of resources) made by governments and businesses. S5C1-PO2: Analyze how scarcity, opportunity costs, and tradeoffs influence decision making.</p> <p><u>S1:American History.C8:Great Depression and World War II</u> PO4.Describe (explain) how Pearl Harbor led to United States involvement in World War II.</p> <p>Linking Performance Objective(s): S2C8-PO3: Describe (summarize) the rise of totalitarianism in Europe following World War I: a. Italy under Mussolini b. Germany under Hitler c. Soviet Union under Stalin</p> <p>PO5: Describe (explain) the impact of World War II on economic recovery from the Great Depression in the United States</p>	<ul style="list-style-type: none"> What did Roosevelt do to improve the American economy? How did the New Deal affect areas of American life? Why was the Depression difficult for Americans? How did minority groups adapt to hard times? How did the 1930s become a golden age in entertainment and the arts? 	<p>The effect of Roosevelt’s first 100 days in office.</p> <ul style="list-style-type: none"> Summarize what Roosevelt did to improve the American economy. <p>How the New Deal affected areas of American life.</p> <ul style="list-style-type: none"> Evaluate how the New Deal affected areas of American life. <p>Why the Depression was difficult for Americans.</p> <ul style="list-style-type: none"> Describe the difficulties faced by Americans during the Great Depression. <p>Why the 1930s was considered a golden age in entertainment and the arts.</p> <ul style="list-style-type: none"> Identify the reasons that the 1930s became a golden age in entertainment and the arts. <p>Why Roosevelt’s New Deal programs began to face growing opposition.</p> <ul style="list-style-type: none"> Analyze the opposition that Roosevelt’s New Deal faced. <p>Know the programs introduced by the second New Deal.</p> <ul style="list-style-type: none"> Evaluate the major programs of the Second New Deal. <p>Why the Second New Deal was challenged by the Supreme Court.</p> <ul style="list-style-type: none"> Understand why Roosevelt wanted to change the Supreme Court. 	<ul style="list-style-type: none"> dictatorship totalitarian Benito Mussolini Adolph Hitler Joseph Stalin Pearl Harbor
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<ul style="list-style-type: none"> • Chapter Summary The Depression and the New Deal • Foldables Activity The Great Depression • Foldables Activity The New Deal 	<p>Linking Performance Objective(s): S3C2-PO1: Describe (explain) how the powers of checks and balances are used in the following: a. declaring war b. treaties</p> <p>Linking Performance Objective(s): S2C9-PO1: <i>Describe current events using information from class discussions and various resources (e.g., newspapers, magazines, television, Internet, books, maps)</i></p> <p>S2C9-PO2: Identify the connection between current and historical events and issues using information from class discussions and various resources (e.g., newspapers, magazines, television, Internet, books, maps)</p> <p>S2C9-PO3: Analyze how world events of the late 20th century and early 21st century (e.g., terrorism, globalization, conflicts, interdependence, natural disasters, advancements in science and technology, environmental issues) affected, and continue to affect, the social, political, geographic, and economic climate of the world.</p> <p>S2C9-PO4: Compare the economic, political, and social aspects of countries identified during the first half of the 20th century to its contemporary economic, political, and social aspects.</p>			
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7 th Grade Social Studies SS07 - Teaching Timeline										
	First Semester					Second Semester				
	Aug	Sept	Oct	Nov	Dec	Jan	Feb	March	April	May
Historical Research Skills	→									
Geography Skills	→									
Language Arts Connection	→									
Arizona in the World	→									
Westward Expansion and Pre Civil War		→								
Civil War and Reconstruction			→							
Industrial Era						→				
Progressive Era							→			
Imperialism								→		
World War I									→	

The following Social Studies performance objectives are integrated throughout the entire course.

HISTORICAL RESEARCH SKILLS		
S1&2	PO 1	Construct charts, graphs, and narratives using historical data.
S1&2	PO 2	Interpret historical data displayed in graphs, tables, and charts.
S1&2	PO 3	Construct timelines (e.g., presidents/world leaders, key events, people) of the historical era being studied.
S1&2	PO 4	Formulate questions that can be answered by historical study and research.
S1&2	PO 5	Describe the difference between a primary source document and a secondary source document and the relationships between them.
S1&2	PO 6	Determine the credibility and bias of primary and secondary sources.
S1&2	PO 7	Analyze cause and effect relationships between and among individuals and/or historical events.
S1&2	PO 8	Describe two points of view on the same historical event.
S1C10	PO 1	Describe current events using information from class discussions and various resources (e.g., newspapers, magazines, television, Internet, books, maps).
S1C10	PO 2	Identify the connection between current and historical events and issues studied at this grade level using information from class

S1C10	PO 3	discussions and various resources (e.g., newspapers, magazines, television, Internet, books, maps). Describe how key political, social, geographic, and economic events of the late 20th century and early 21st century affected, and continue to affect, the United States.
S2C9	PO 1	Describe current events using information from class discussions and various resources (e.g., newspapers, magazines, television, Internet, books, maps).
S2C9	PO 2	Identify the connection between current and historical events and issues identified in Concept 8 above using information from class discussions and various resources (e.g., newspapers, magazines, television, Internet, books, maps).
S2C9	PO 3	Analyze how world events of the late 20th century and early 21st century (e.g., terrorism, globalization, conflicts, interdependence, natural disasters, advancements in science and technology, environmental issues) affected, and continue to affect, the social, political, geographic, and economic climate of the world.

GEOGRAPHY SKILLS

S4C1	PO 1	Construct maps, charts, and graphs to display geographic information.
S4C1	PO 2	Identify purposes and differences of maps, globes, aerial photographs, charts, and satellite images.
S4C1	PO 3	Interpret maps, charts, and geographic databases using geographic information
S4C1	PO 5	Interpret thematic maps, graphs, charts, and databases depicting various aspects of the United States and world regions. (Apply to regions studied.)
S4C6	PO 3	Use geographic knowledge and skills (e.g., recognizing patterns, mapping, graphing) when discussing current events.

LANGUAGE ARTS CONNECTION

Reading

S1C4	Vocabulary	Acquire and use new vocabulary in relevant contexts to identify the intended meaning of unfamiliar words and identify the meaning and pronunciations of words by using a variety of reference aids including dictionaries, thesauri, and glossaries (and CD-ROM and the internet when available).
S1C6	Comprehension Strategies	Employ strategies to comprehend text using prior knowledge, text features, organizing skills, and reading techniques.
S3C1	Expository Text	Identify, analyze, and apply knowledge of the purpose, structure, and elements of expository text.
S3C3	Persuasive Text	Explain basis elements of argument in text and their relationship to the author's purpose and use of persuasive strategies.

Writing

S1C5	Publishing	Publishing includes formatting and presenting a final product for the intended audience.
S2C1	Ideas and Content	Writing is clear and focused, holding the reader's attention throughout. Main ideas stand out and are developed by strong support and rich details. Purpose is accomplished.
S2C2	Organization	Organization addresses the structure of writing and integrates the central meaning and patterns that hold the piece together.
S2C6	Conventions	Conventions addresses the mechanics of writing, including capitalization, punctuation, spelling, grammar and usage, and paragraph breaks.
S3C2	Expository	Expository writing includes non-fiction that describes, explains, informs, or summarizes ideas and content. The writing supports a thesis based on research, observation and/or experience.
S3C4	Persuasive	Persuasive writing is used for the purpose of influencing the reader. The author presents an issue and expresses an opinion in order to convince an audience to agree with the opinion or to take a particular action.
S3C6	Research	Research writing is a process in which the writer identifies a topic or question to be answered. The writer locates and evaluates information about the topic or question, and then organizes, summarizes, and synthesizes the information into a finished product. (Assessed in the classroom).