

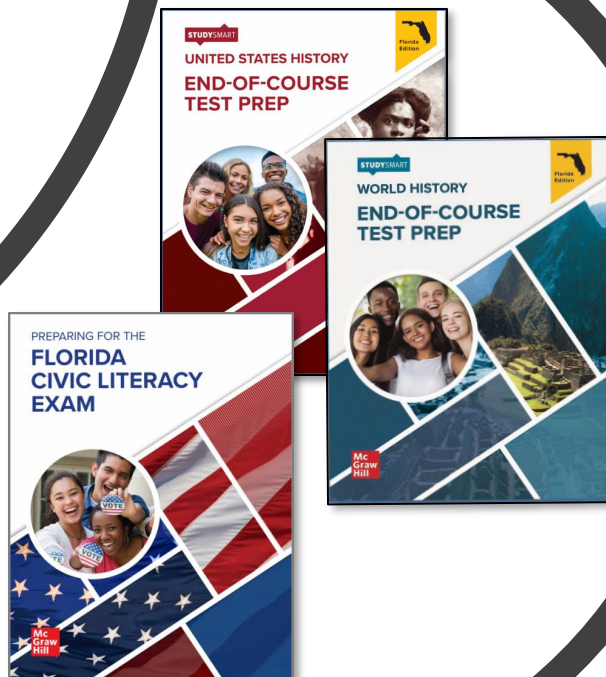
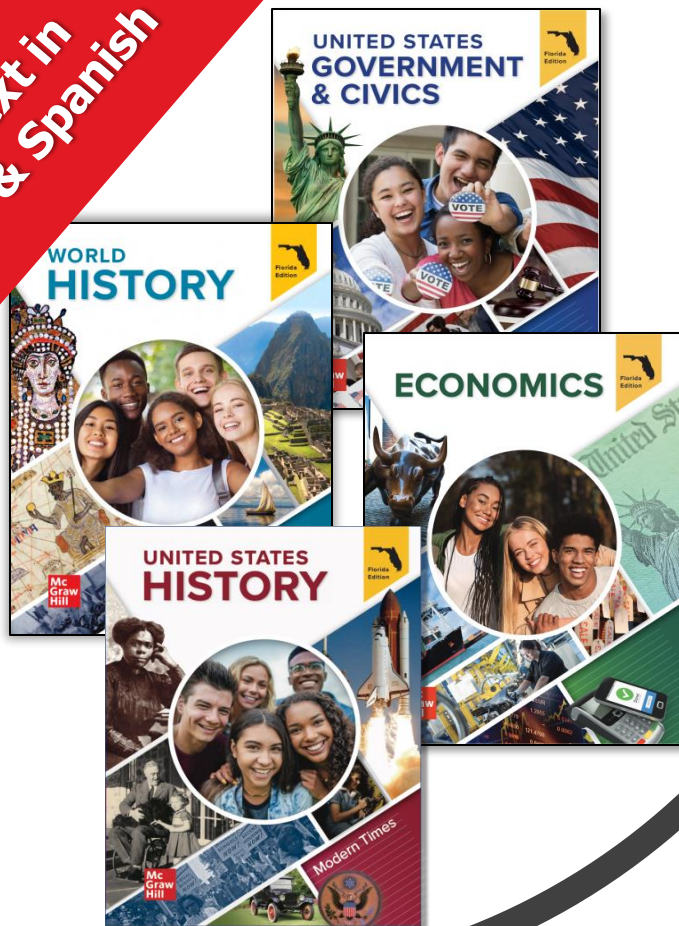
**Mc
Graw
Hill** **FLORIDA**
SOCIAL STUDIES
Inquire & Learn Inspire & Lead



Nardia Corridon, M.S.
Curriculum Specialist



Print Text in
English & Spanish



Digital Resources

- ❖ eBooks - Available in English and can be translated into 133 languages
- ❖ SmartBook- Adaptive & Personalized Study Tool with detailed reports
- ❖ Actively Learn- Ever-growing library of standards aligned resources that grows as history develops
- ❖ Kahoots- Ready-made to introduce chapters and review concepts
- ❖ **AND** Lesson Presentations, Pre-Built editable Assessments, Detailed

Kahoot!

✓ ***Gamification***

✓ **Competitive
Engagement**

✓ **Aligned to
each Topic**

Table of Contents ▾



Lesson 01: Introducing Civic Participation

Present



Assign

> Expand All



Kahoot!

NEW! Civic Participation Kahoot!

Description: New for this school year! This Kahoot! can be used to engage student interest in the Topic with a variety of questions. It can be used to learn how much students know about Civic Participation.

Tags: Web Teacher Only

☒ Presentation



Image: The County Election

Description: This image shows an 1852 painting titled The County Election with eligible

HAVE A QUESTION?

Project-Based Learning



1 Needs Improvement

I helped create a draft of the time line, but it contains very few events, and they are not in chronological order so it is not helpful in planning the final time line.

Step 2: Drafting a Time Line

Using your Student Edition, begin drafting a time line.

2 Progressing

I helped create a draft of a time line with sufficient events and details. Some events are in chronological order. The draft includes one or two ideas for annotations and visuals.

3

Mastery

I helped create a draft of a time line with many events and details and they are in chronological order. I provided ideas for at least three annotations and three visuals.



Project-Based Learning

- ✓ Confirmation Inquiry
- ✓ Structured Inquiry
- ✓ Guided Inquiry
- ✓ Open Inquiry



Honors Instruction

Hands-On Chapter Project

PRINT

PRODUCTS FOR SALE!

Students rank options for buying food from least to most expensive. They discuss other factors that influence food prices and then debate the topic of farm subsidies.

This multi-step activity also includes rubrics.



Exploring the Essential Question Project

MOVIE THEATER PRICES

PROJECT GOAL: To examine one of the chapter's **Essential Question:** *What factors affect prices?*

SKILLS ADDRESSED: Chronological and Spatial Thinking; Historical Research, Evidence, and Point of View; Historical Interpretation

MATERIALS NEEDED: Access to computers with Internet, video cameras or cell phone cameras, a video editing program

DURATION: 1-2 independent work days and 1-2 class days

Chapter 6 discusses the price system and explains how prices help consumers and producers answer the basic economic questions of WHAT, HOW, and FOR WHOM to produce. Students should study the chapter to understand prices as signals, the way supply and demand interact to arrive at an equilibrium price and quantity, why prices change, and the costs and benefits of price controls. This activity will help students understand how businesses set prices for their products and how decisions to change these prices affect demand.

Step 1. Tell students they will be making a short video about the economics of movie theaters. Have students work in groups to research the history of movie theaters, the price of movie tickets over time (adjusted for inflation), and why the cost of popcorn, drinks, and other concessions is so high relative to the costs of making the products. **Ask:** *How do theaters decide what to charge? How would a theater know if a price was too high? (Demand begins to diminish when the price reaches a certain point.) Why would it benefit theaters to have more people in the seats at lower ticket prices? Do you think high prices on concessions benefit consumers or the movie theater? (Both; Theaters can charge less for tickets and get more people into the venue to purchase high-priced concessions. Theater-goers who do not purchase concessions pay lower prices for movie tickets.)*

Step 2. Have students work in groups to create a storyboard for a video that explains movie

Pre- Assessment

<input checked="" type="checkbox"/> Show Description		<div> 0 - 59% 60 - 69% 70 - 79% 80 - 89% 90 - 100% </div>					
Standards	Description	Student Average		Class Average		Questions	
<div> <div>▼</div> SS.912.A </div>	American History	71%		83%		7	
<div> <div>▼</div> SS.912.A.6 </div>	Understand the causes and course of World War II, the character of the war at home and abroad, and its reshaping of the United States role in the post-war world.	72%		82%		7	
SS.912.A.6.10	Examine causes, course, and consequences of the early years of the Cold War (Truman Doctrine, Marshall Plan, NATO, Warsaw Pact).	71%		83%		6	
SS.912.A.6.11	Examine the controversy surrounding the proliferation of nuclear technology in the United States and the world.	100%		100%		1	
SS.912.A.6.12	Examine causes, course, and consequences of the Korean War.	67%		72%		2	

Cold War Foreign Policy

1945–1991

People used their bare hands to pull down barbed wire from the Berlin Wall after the border between East Germany and West Germany opened in November 1989.

1

INTRODUCTION LESSON

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	ESSENTIAL QUESTIONS	
	<i>• How do prices help determine WHAT, HOW, and FOR WHOM to produce?</i>	
2	<i>• What factors affect prices?</i>	
3		
4		

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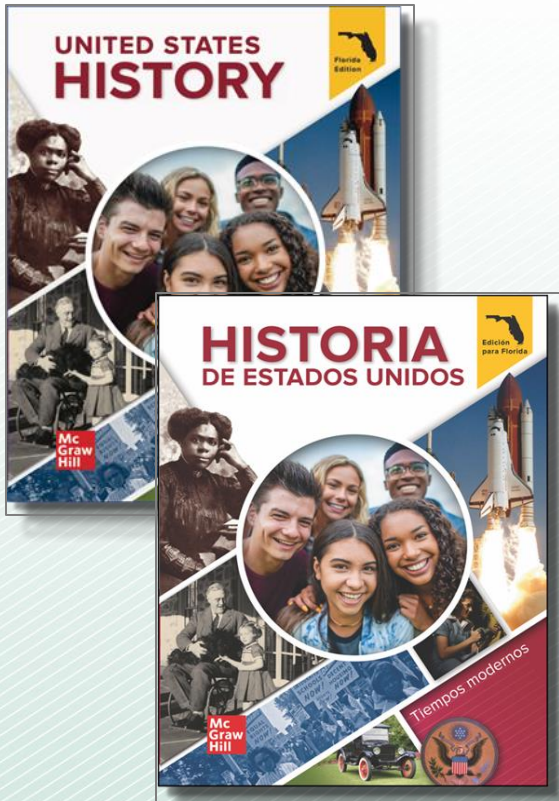
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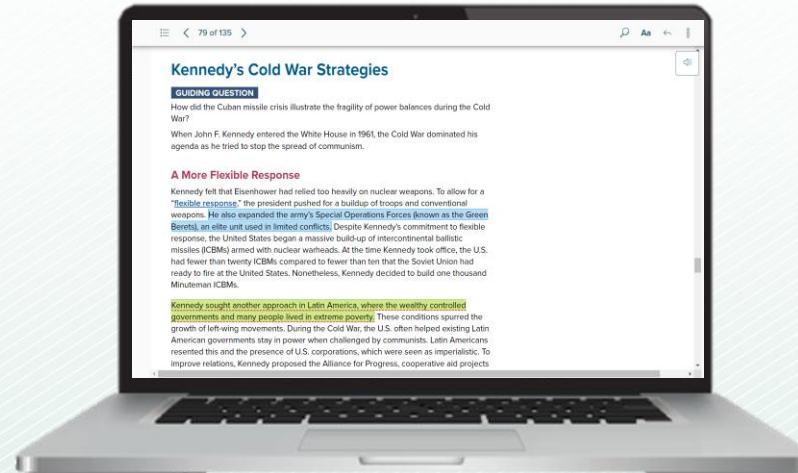
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CHAPTER 6 **Assessment**

Print

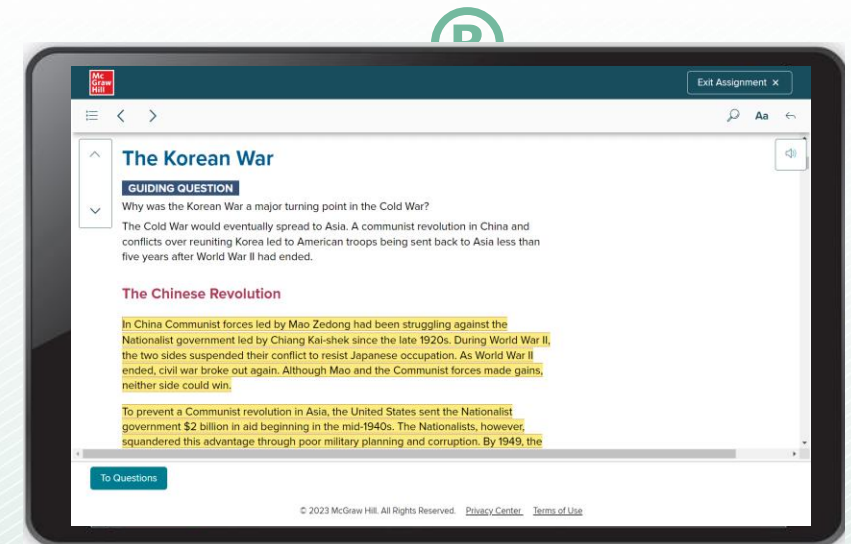


eBook



**On Grade Level
Approaching Level - also as a PDF**

SmartBook



**Adaptive & Personalized Learning
Main Idea & Supporting Details**

Print Textbook

- ✓ Consumable Companion Worktext – EOC Prep
- ✓ Language and Reading Support

*Digital Support EN/SP

- eBook
- Lexile Text
- Scaffolds
- EOC Prep
- Videos
- Projects
- Rubrics
- Assessments



Name _____ Date _____ Class _____

Reading and Writing Essentials

COLD WAR FOREIGN POLICY

Lesson 4 | Analyzing Sources: The Cold War in Space

COMPELLING QUESTION

How was the space race an extension of the Cold War?

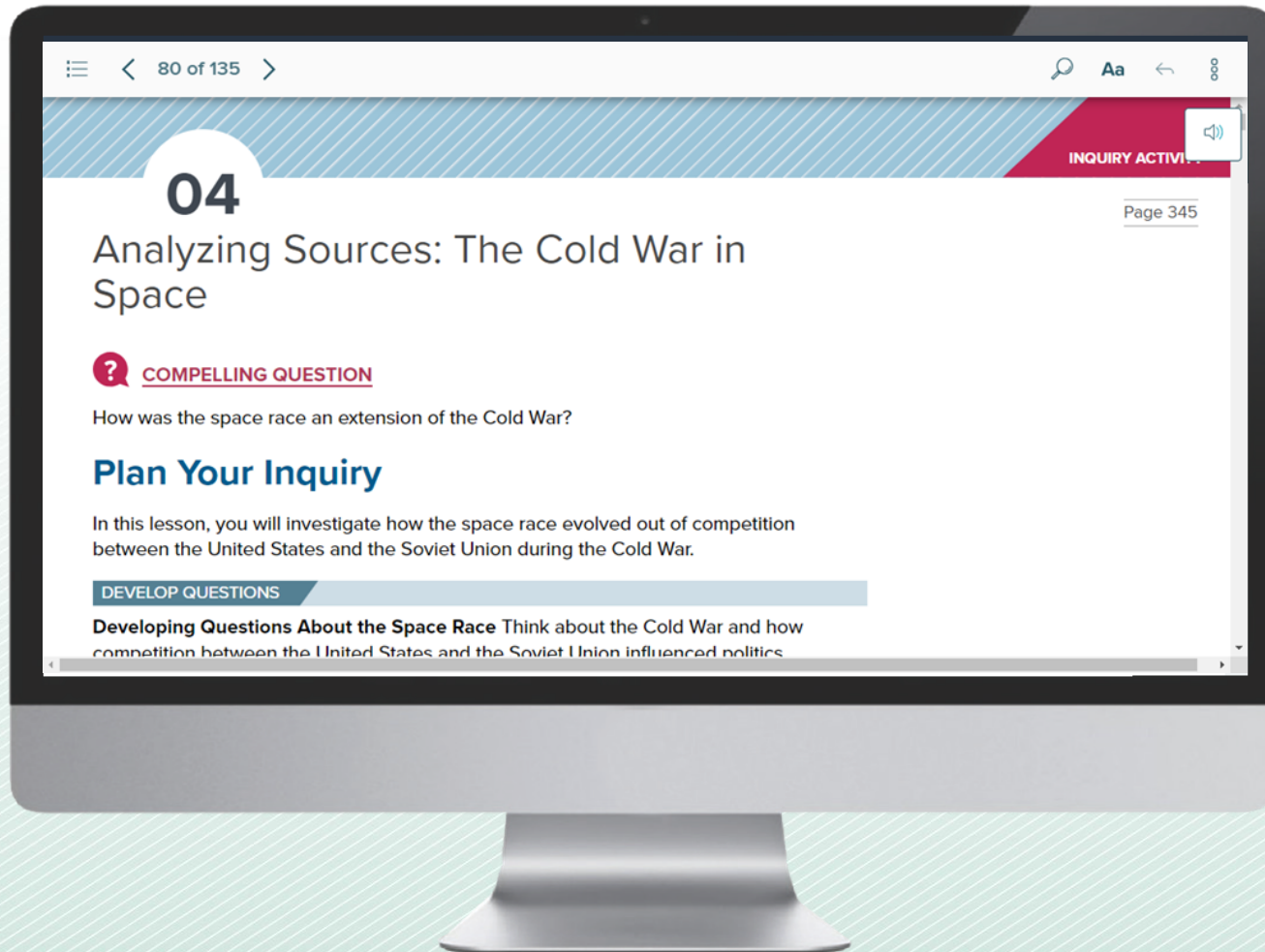
Background Information

In October and November 1957 the Soviet Union launched two satellites into orbit. These successes stunned the American public and galvanized U.S. investment in space flight and exploration to help catch up with Soviet advancements. The United States made its first launch attempt in December, but the satellite exploded. A second U.S. satellite successfully made orbit on January 31, 1958. President Dwight D. Eisenhower organized an advisory committee to provide guidance on space exploration. Subsequently, he sent a bill to Congress to establish the National Aeronautics and Space Administration (NASA). Congress passed and Eisenhower signed the Space Act, establishing the goals of the new agency.

Then, not long after President John F. Kennedy took office in 1961, the Soviets sent the first human into space. Kennedy and his advisers took this success as a challenge. The space race was on.

By the 1960s, the United States had established itself as a global superpower with unmatched military, technological, and economic might. U.S. officials had no intention of yielding that spot, and they viewed Soviet successes in space as a threat to U.S. influence and possibly a military threat as well. American leaders resolved to stay ahead of the Soviets in every way possible, including developing and demonstrating superior scientific capability.

eBook

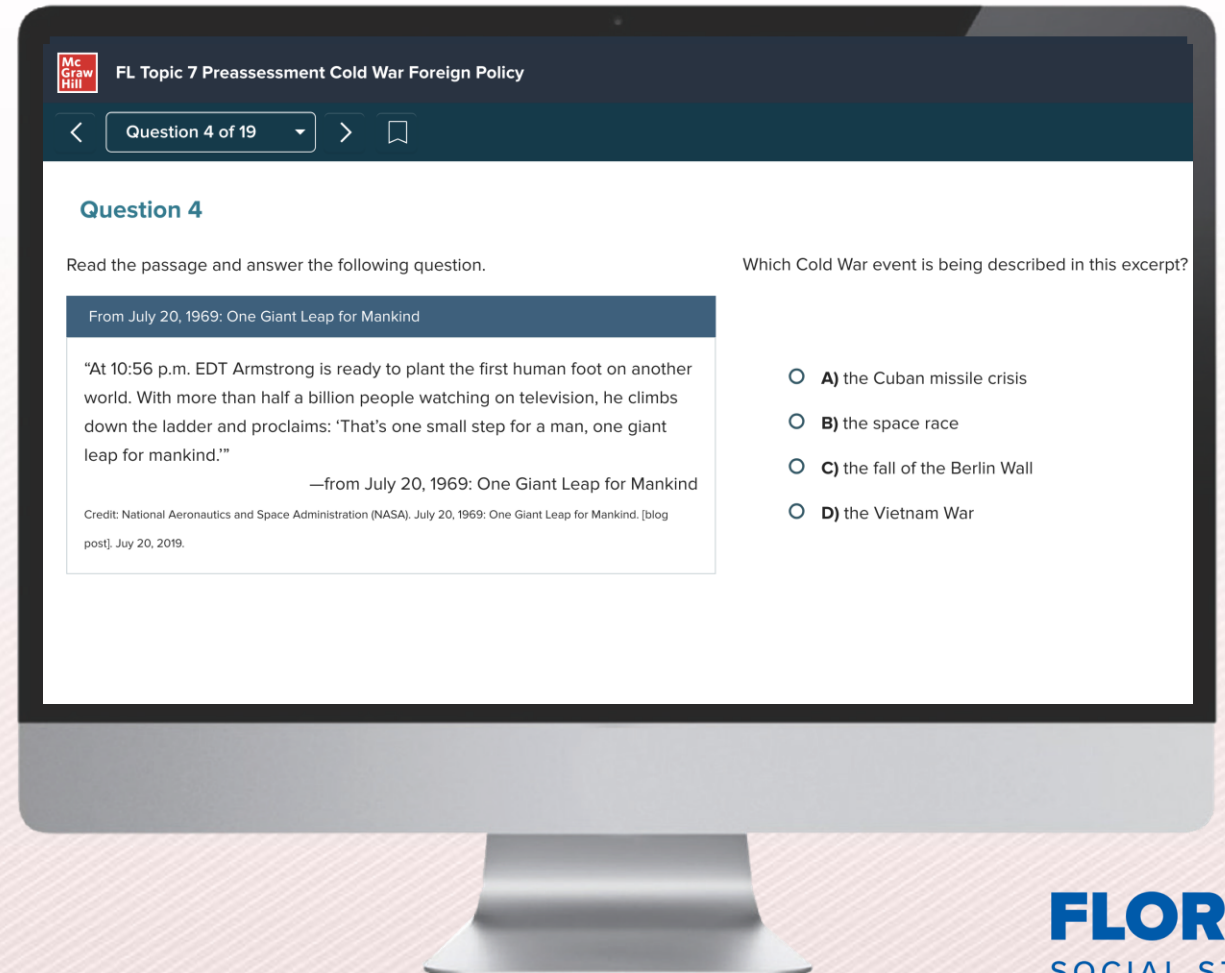
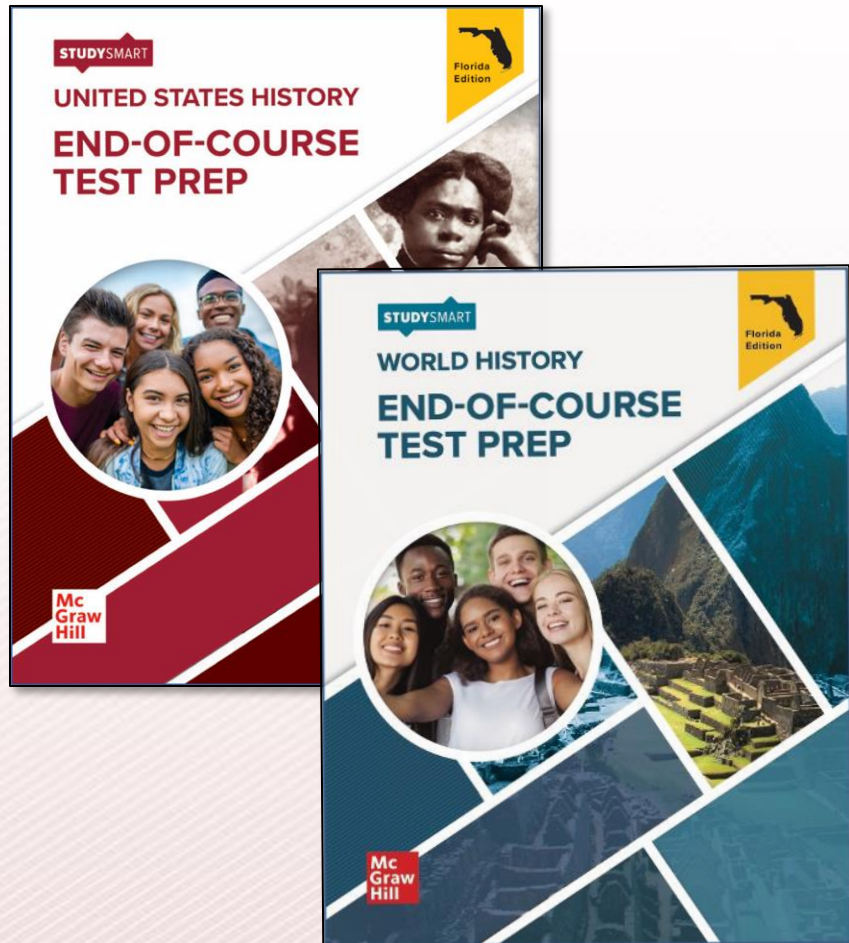


- ✓ Same pagination as the print
- ✓ 2 Reading Levels
- ✓ Annotate
- ✓ Highlight
- ✓ Read Aloud
- ✓ Image Alt Tags
- ✓ Interactive Maps
- ✓ With supporting EL WIDA Scaffolds

- ✓ **Featured Florida Assignments**
- ✓ **Ever-Growing Library**
- ✓ **Aligned to Standards & Topics**
- ✓ **Differentiation & Enrichment**

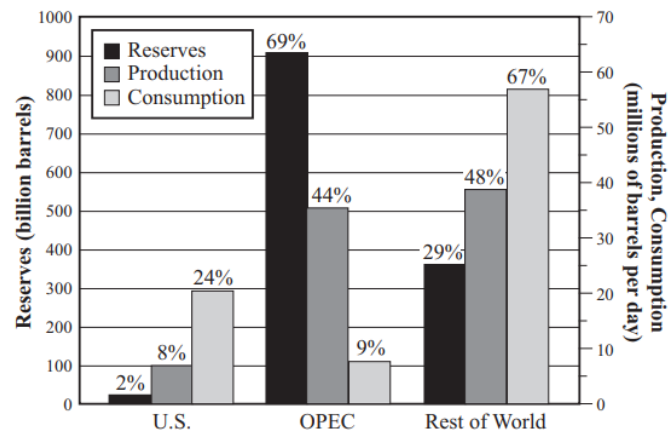


Consumable Worktext in Print & Digital



Florida Practice Exam – US History

- 6 The graph below provides information about world oil supplies in 2007.



Source: Public Domain / U.S. Department of Energy

How has the relationship between oil reserves, production, and consumption influenced United States foreign policy?

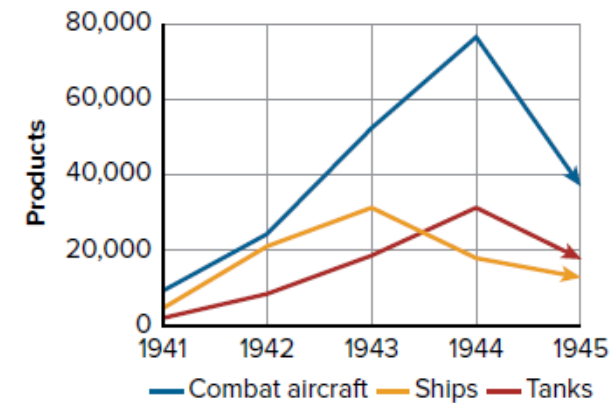
- Ⓐ The United States maintains military bases in Western European countries.
- Ⓑ The United States contributes humanitarian aid to Central African countries.
- Ⓒ The United States is committed to trade relations with Central Asian countries.
- Ⓓ The United States is interested in maintaining stability in Middle Eastern countries.

McGraw Hill's EOC Prep – US History

SS.912.A.6.1, SS.912.A.7.1, MA.K12.MTR.7.1

Examine the graph showing trends in U.S. manufacturing from 1941 to 1945.

Mobilizing Industry



35. What does the graph reflect about changes in the United States' economy?

- Ⓐ World War II caused a decline in the United States' economy.
- Ⓑ World War II transformed and boosted the United States' economy.
- Ⓒ World War II ended the United States' economy's dependence on manufacturing.
- Ⓓ World War II led to a decline in manufacturing's influence on the United States' economy.

Florida Practice Exam – US History

- 5 The cartoon below depicts a social issue in United States history.



Source: Public Domain / Library of Congress

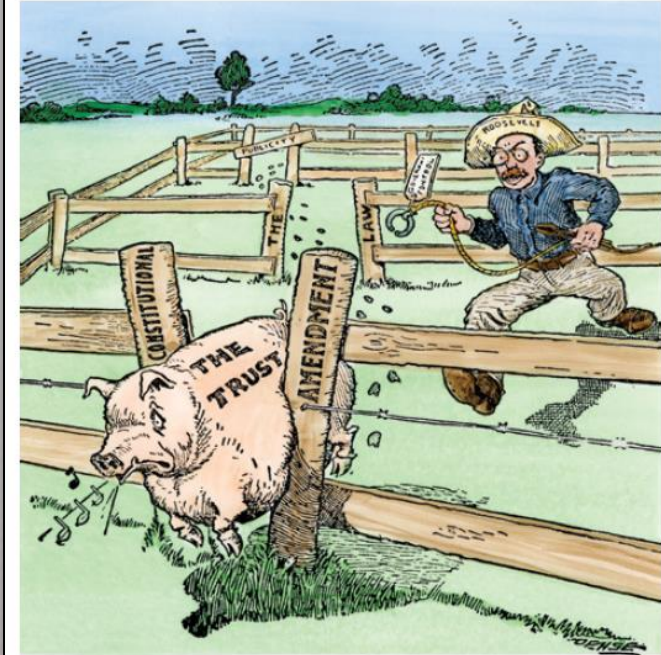
With which social issue is this cartoon associated?

- (A) the power of political machines during the Second Industrial Revolution
- (B) the power of big businesses during the Second Industrial Revolution
- (C) the influence of immigration quotas during the Gilded Age
- (D) the influence of suffrage reformers during the Gilded Age

McGraw Hill's EOC Prep – US History

SS.912.A.1.4, SS.912.A.3.4, SS.912.A.3.12

Use the image to answer the question.



A GLIMPSE INTO THE FUTURE.—FAST AND TIGHT

15. What issue is being addressed in the political cartoon?

- (A) President Roosevelt's efforts to break up trusts
- (B) the federal government's work with robber barons
- (C) President Roosevelt's work on consumer protections
- (D) the loosening of constitutional protections for businesses

Florida Practice Exam – US History

- 2 The photograph below shows President Richard Nixon on a 1972 overseas diplomatic trip.



Source: Public Domain / National Archives and Records Administration

What was a long-term consequence of the event shown in the photograph?

- Ⓐ the easing of Cold War tensions
- Ⓑ the easing of Vietnam War protests
- Ⓒ a commitment to preserve historical landmarks
- Ⓓ a commitment to continue humanitarian missions

McGraw Hill's EOC Prep – US History

SS.912.A.1.4, SS.912.A.3.2, SS.912.A.3.4

Use the map to answer the question.

Growth of the Railroads, 1870–1890



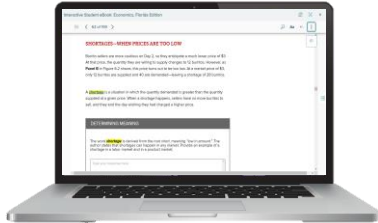
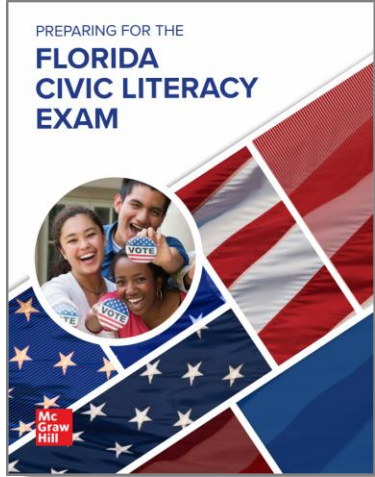
7. According to the map, how did federal land grants to railroads help shape the growth of the nation from 1870 to 1890?

- Ⓐ The land grants made Minnesota and Colorado important centers of commerce and settlement for the nation.
- Ⓑ The majority of land grants accelerated movement west by helping people and goods move more quickly.
- Ⓒ Emphasis on transportation corridors moved to the South, where new cities and factories were located.
- Ⓓ The new railroad lines shifted white populations away from lands belonging to Great Plains Native American groups.

Prepare Students for Florida Civic Literacy Success

This worktext is developed specifically as practice for the Florida Civic Literacy Examination (FCLE) across the four tested competencies:

- **American Democracy**—An understanding of the basic principles and practices of American democracy and how they are applied in our republican form of government.
- **United States Constitution**—An understanding of the United States Constitution and its application.
- **Founding Documents**—Knowledge of the founding documents and how they have shaped the nature and functions of our institutions of self-government.
- **Landmark Impact on Law and Society**—An understanding of landmark Supreme Court cases, landmark legislation, landmark executive actions, and their impact on law and society.

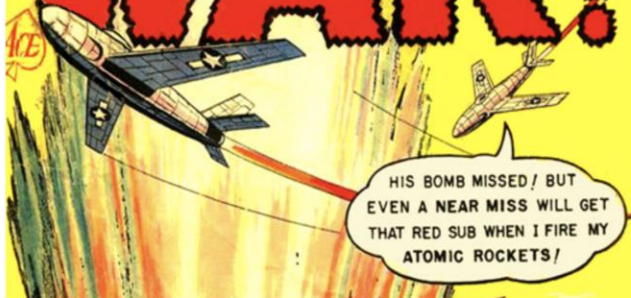


A Comic Book

Use the image below to answer the following question.

ONLY A STRONG AMERICA CAN PREVENT

**ATOMIC
WAR!**



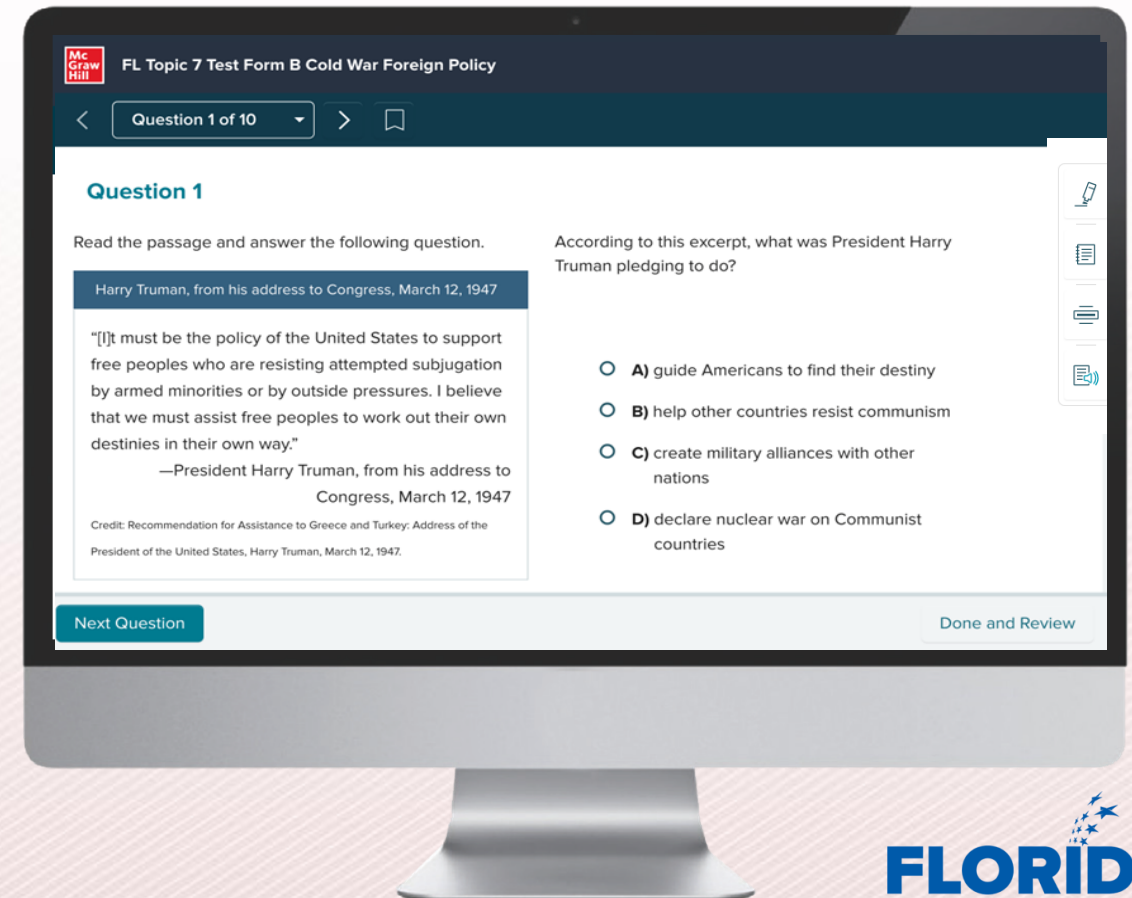
How does this comic book cover reflect American culture in the 1950's?

- **A)** The comic book illustrates the significant fear held by the many Americans surrounding the issues of the Second Red Scare and McCarthyism.
- **B)** The comic book is used as Cold War propaganda raise awareness of the ongoing threat of nuclear war with the Soviets and the superiority of American weaponry.
- **C)** The comic book is used ss an informational tool to help Americans understand how nuclear power works
In weapons.
- **D)** The comic book wants readers to imagine what the next world war might look with the Soviet Union as an enemy.

- ✓ Editable
- ✓ Topic Practice
- ✓ Full EOC Practice
- ✓ Item Analysis
- ✓ Standards Tracking

23 Question Types – incl. Audio Response, TEQ, Part A&B

- ✓ Edit
- ✓ Create
- ✓ Share – Class, District, Canvas
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- ✓ Scramble Q&A's
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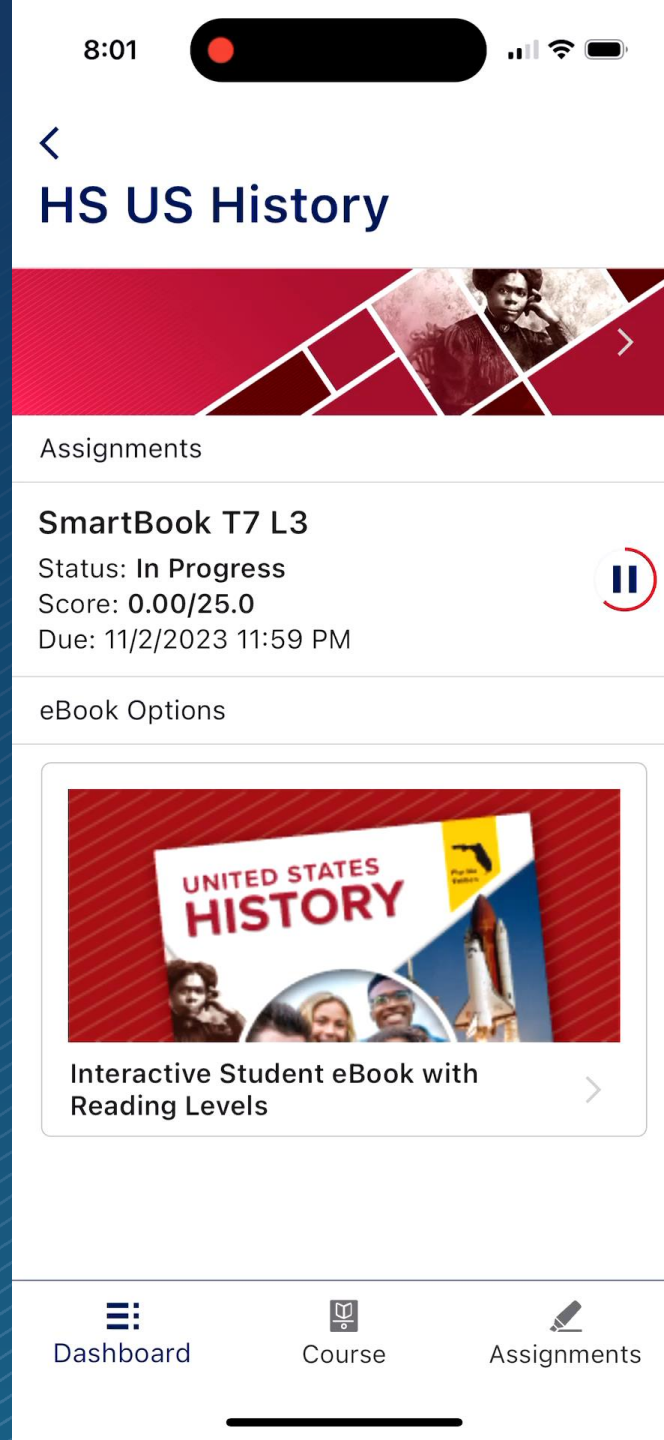
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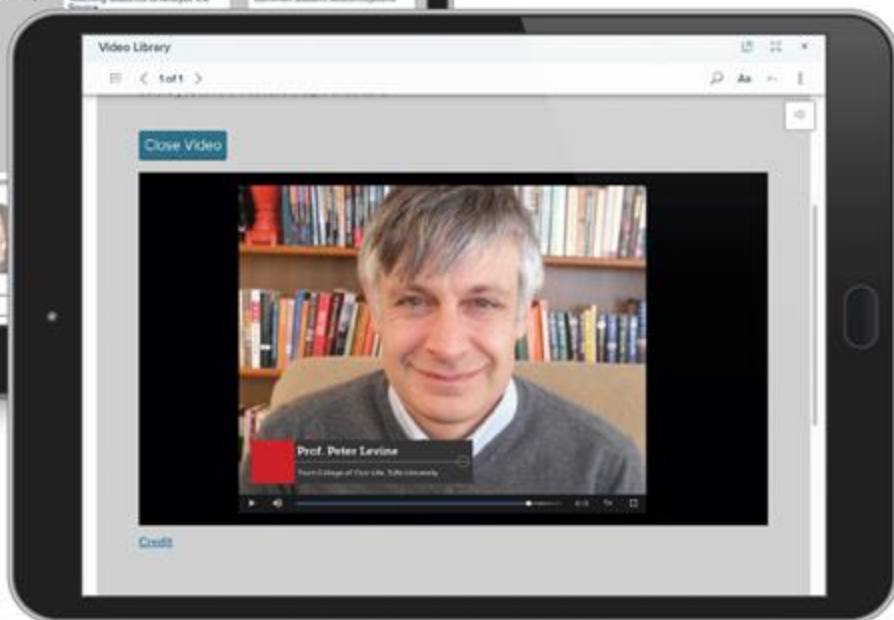
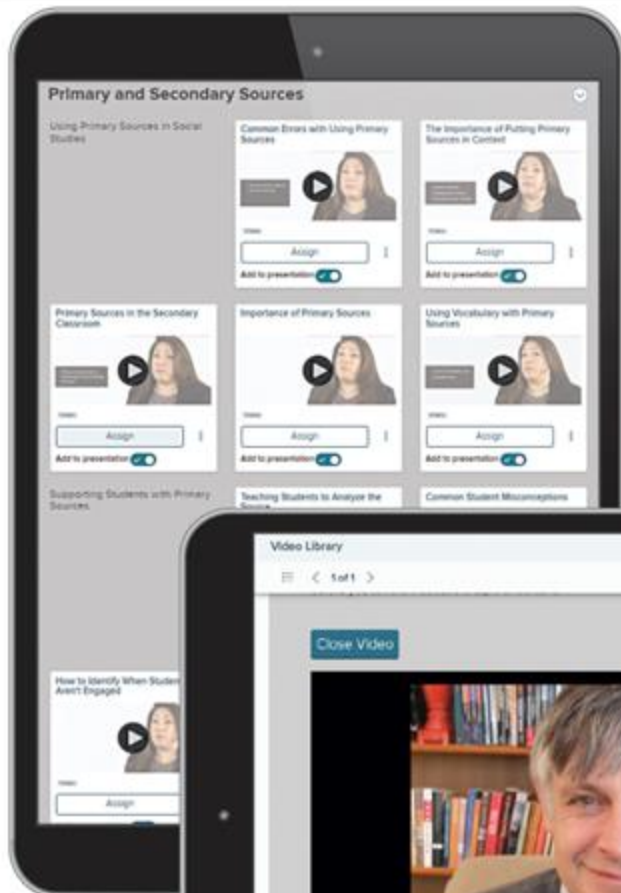
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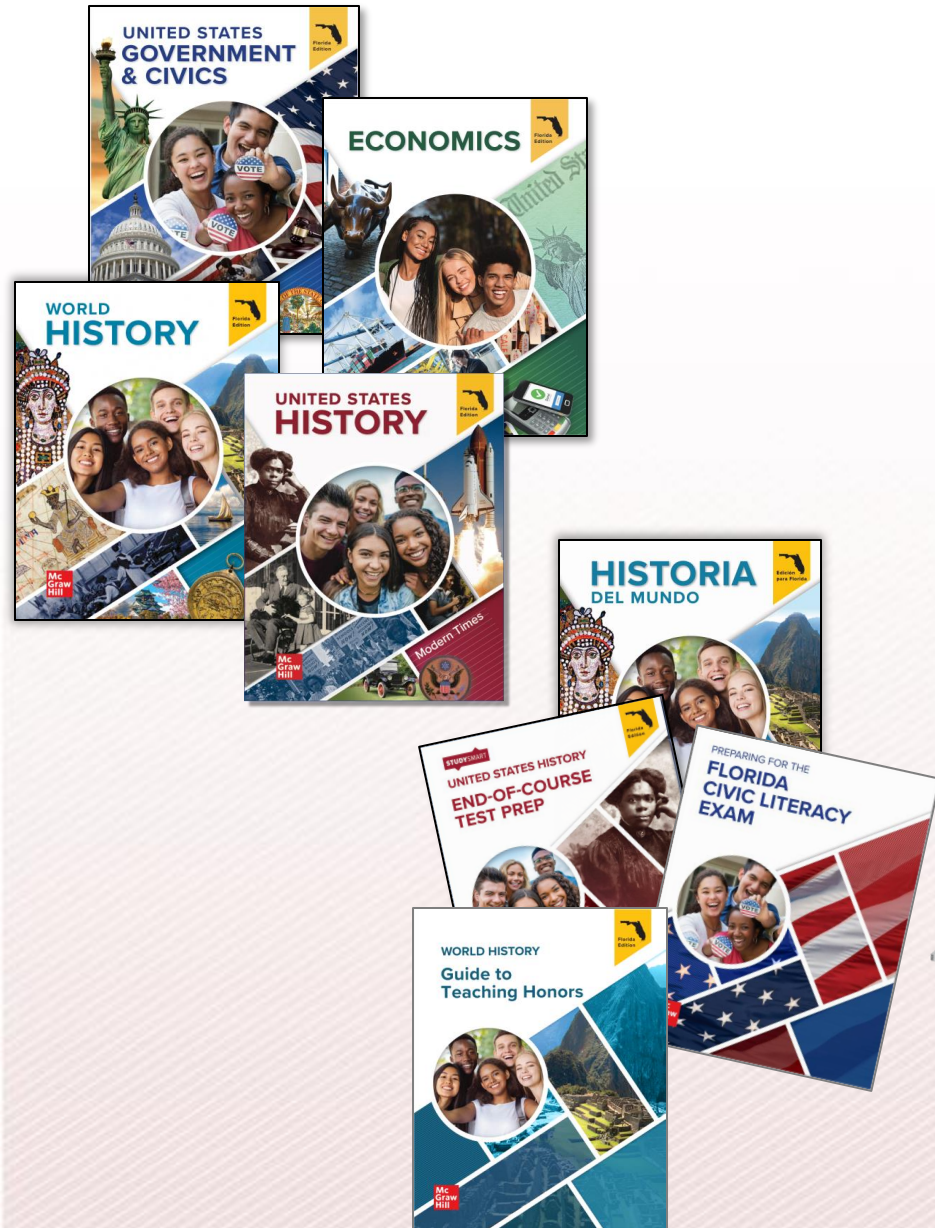
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