



Social Studies eLearning Guide – Week 6

World Geography: Human Adaptation to Extreme Environments

- Students will study the geography of East Asia with a focus on the seismic activity in the area and how it impacts countries.

World History: World War I and the Industrialization of War

- Students will examine the structure of alliances and militarization in Europe that led to the outbreak of World War I. Students will describe how the war differed from previous European wars.

US History: The Conservative Movement of the 1980s and 1990s

- Students will describe important events and trends in American politics between the 1980s and 90s, including the ascendancy of Ronald Reagan and increasing polarization.

Government: State and Federal Governments

- Students will compare and contrast state governments to the federal governments.

Economics: Why Nations Trade

- Students will understand trade restrictions and agreements and how they affect global trade. To show their knowledge, they will research the origins of certain products to better understand how a global market works.

World Geography - WEEK 6

Objectives

- Students will review plate tectonics.
- Students will explain how the ring of fire affects East Asian countries.
- Students will read about solutions that countries in the ring of fire have created in order to combat the challenges of seismic activity.
- Students will synthesize information to write an open-ended response.

Essential Question

- How do the people of East Asia adapt to earthquakes, volcanoes, and tsunamis?

Note: Beginning the week of April 14th, and in alignment with our Adjusted Grading Guidelines, teachers in grades 6-12 may assign student work from the Digital Backpack eLearning guide, or from the teacher's itsLearning course, for a grade.

For Parents

- Have your student read the texts and/or watch the videos and take notes.
 - The texts may need to be read more than once for full understanding.
 - You may also allow your student to use a dictionary or online resource (such as <https://www.britannica.com>, history.com) to look up words or concepts they may not know.
 - For Task 2, students will need to be logged into their itsLearning account to access.
- After reading and watching videos, have your student complete the graphic organizer and answer the questions as a check for understanding.

For Students

- **Task 1:** Understanding plate tectonics
- **Task 2:** Comparing Earthquakes to Tsunamis
 - Video Segments to complete the activity (Login to Discovery Ed to watch videos; this can be accessed in itsLearning through the Clever link.)
 - [Plate Tectonics](#) (1:21)
 - [The Formation of Mountains: Volcanoes](#) (4:01)
 - [Earthquakes](#) (2:25)
 - [Fault Lines and Earthquakes](#) (3:02)
 - [Causes of Tsunamis](#) (3:10)
 - [Tsunami-Prone Locations](#) (2:15)
- **Task 3:** Problem-Solution Chart
 - [Ring of Fire](#): Reading for completion of chart
- **Task 4:** Japan's 2011 Earthquake
- **Task 5:** Earthquake Resistance
- **Task 6:** Putting it all together in an open-ended response

Resources

- [Encyclopedia Britannica](#)
- [Plate Tectonics and the Ring of Fire](#): National Geographic Resource
- [Tsunamis](#): Video

AP Resources

- [AP Human Geography Shmoop](#) - [Login Instructions](#) for SBISD students. All students have a free account with Shmoop.
- Create an account or log into [AP Students](#) to complete the exam practice.

World History - WEEK 6

Objectives

- Students will examine the structure of alliances and militarization in Europe that led to the outbreak of World War I.
- Students will describe how World War I differed from previous European wars.

Essential Question

- How did World War I reflect the consequences of the industrial age?

Note: Beginning the week of April 14th, and in alignment with our Adjusted Grading Guidelines, teachers in grades 6-12 may assign student work from the Digital Backpack eLearning guide, or from the teacher's itsLearning course, for a grade.

For Parents

- Students will read and complete the activities provided.
- Students may record their answers and ideas on paper, they may print the assignments and complete them there, or they can record their ideas on a Google Doc or Word doc.

For Students

- [Task 1](#): Building Context with a Classical Invention Chart
- [Task 2](#): Image Analysis
- [Task 3](#) Alliances Divide Europe; [Annotation Chart](#)
- [Task 4](#): Militaries Expand
- [Task 5](#): Analysis of Images and Text

Resources

- To access the videos, log in to our Discovery Ed account. (You can do this through Clever in itsLearning.)
 - [The Causes of World War I: Imperialism and Alliances](#) (Video)
 - [Militarism](#) (Video)
 - [Introduction: Two Deaths](#) (Video)
 - [Realities of War](#) (Video)

AP Resources

- [AP World History Khan Academy](#) - Khan Academy - Create a [free account](#) to access the full course.
 - NOTE: Each Khan Academy module includes instructional videos, a check for understanding and a summary page. Students may read or print the summary page first, then watch the videos if further explanation is needed.
- [AP World History Shmoop](#) - [Login Instructions](#) for SBISD students. All students have a free account with Shmoop.
- Create an account or log into [AP Students](#) to complete the exam practice.

US History - WEEK 6

Objectives

- Students will describe important events and trends in American politics between the 1980s and 90s, including the ascendancy of Ronald Reagan and increasing polarization.

Essential Question

- How did the growth of the conservative movement shape American Politics during the 1980s and 1990s?

Note: Beginning the week of April 14th, and in alignment with our Adjusted Grading Guidelines, teachers in grades 6-12 may assign student work from the Digital Backpack eLearning guide, or from the teacher's itsLearning course, for a grade.

For Parents

- Students will read and complete the activities provided.
- Students may record their answers and ideas on lined paper, they may print the assignments and complete them on paper, or they record their ideas on a Google Doc or Word doc.
- *Note: For Google Docs included in the tasks, students will need to print or make an electronic copy of the document for their personal use.*

For Students

- **Task 1:** Rise of the Great Communicator; [Annotation Chart](#)
- **Task 2:** A Polarized Political Landscape
- **Task 3:** Polarization and the Supreme Court
- **Task 4:** The Reagan Years: Smaller Government
- **Task 5:** The Reagan Budget

Resources

- Additional Resources: To access the videos, log in to our Discovery Ed account. (You can do this through Clever in itsLearning.)
 - [Reagan Take a Stand](#) (Video/Task 1)
 - [Reagan Wins the 1980 Election](#) (Video/Task 1)
 - [Religion and Politics](#) (Video/Task 2)
 - [Who is in Charge?](#) (Video/Task 2)
 - [Lobbying and Political Participation](#) (Video/Task 3)
 - [Political Parties in America](#) (Video/Task 3)
 - [United States: Gun Control](#) (Video/Task 3)
 - [Baker Saves the Day](#) (Video/Task 3)
 - [A Historic Nomination](#) (Video/Task 3)
 - [The Appointment of Justice O'Connor](#) (Video/Task 3)
 - [Reagan's Economic Policy](#) (Video/Task 4)
 - [What are Regulations for?](#) (Video /Task 4)
 - [The Gold Standard](#) (Video/Task 4)
 - [Free Markets and Government Regulation](#) (Video/Task 4)
 - [Ronald Reagan's Domestic Agenda](#) (Video/Task 5)

AP Resources

- [AP US History Khan Academy](#) - Create a [free account](#) to access the full course.
 - NOTE: Each Khan Academy module includes instructional videos, a check for understanding and a summary page. Students may read or print the summary page first, then watch the videos if further explanation is needed.
- [AP US History Shmoop](#) - [Login Instructions](#) for SBISD students. All students have a free account with Shmoop.
- Create an account or log into [AP Students](#) to complete the exam practice.

Government - WEEK 6

Objectives

- Students will explain the difference between state governing bodies and federal ones.
- Students will explain the powers of the governor and the state courts compared to the executive and judicial branches of the federal government.

Essential Question

- In what ways are state governments a reflection of the federal government? In what ways are they different?

Note: Beginning the week of April 14th, and in alignment with our Adjusted Grading Guidelines, teachers in grades 6-12 may assign student work from the Digital Backpack eLearning guide, or from the teacher's itsLearning course, for a grade.

For Parents

- Students will read and complete the activities provided.
- Students may record their answers and ideas on paper, they may print the assignments and complete them there, or they can record their ideas on a Google Doc or Word doc.

For Students

- **Task 1:** State and Federal Constitutions
 - **Reading** for Task 1
- **Task 2:** Governors: The Chief Executive of State
 - **Reading** for Task 2
- **Task 3:** State Legislature vs. US Congress
 - **Reading** for Task 3
- **Task 4:** Characteristics of State and Federal Government
 - **Reading** for Task 4
 - **Note Sheet** for Task 4 Reading
- **Task 5:** State Courts
 - **Reading** for Task 5
- **Task 6:** Which Department Can Meet This Need?

Resources

- [Encyclopedia Britannica](#)
- [History.com](#)
- [BBCTeach channel](#)

AP Resources

- [AP US Government and Politics](#) Khan Academy - Create a **free account** to access the full course.
 - NOTE: Each Khan Academy module includes instructional videos, a check for understanding and a summary page. Students may read or print the summary page first, then watch the videos if further explanation is needed.
- [AP US Government and Politics Shmoop - Login Instructions](#) for SBISD students. All students have a free account with Shmoop.
- Create an account or log into [AP Students](#) to complete the exam practice.

Economics - WEEK 6

Objectives

- Students will understand trade restrictions and provide examples of various restrictions placed on global trade.
- Students will understand trade agreements and analyze problems and solutions associated with them.
- Students will conduct inquiry in order to understand where products come from and trace the origins of certain products to better understand the global market.

Essential Question

- Why do nations trade with one another? How does trade affect producers and consumers around the world?

Note: Beginning the week of April 14th, and in alignment with our Adjusted Grading Guidelines, teachers in grades 6-12 may assign student work from the Digital Backpack eLearning guide, or from the teacher's itsLearning course, for a grade.

For Parents

- Students will read and complete the activities provided.
- Students may record their answers and ideas on paper, they may print the assignments and complete them there, or they can record their ideas on a Google Doc or Word doc.

For Students

- [Task 1](#): Trade Restrictions
 - [Reading](#) for Task 1
- [Task 2](#): Trade Agreements
 - [Reading](#) for Task 2
- [Tasks 3-6](#): Inquiry Project: Where Does it Come From?

Resources

- [Encyclopedia Britannica](#)
- [History.com](#)
- [BBCTeach channel](#)

AP Macroeconomics Resources

- [AP Macroeconomics Khan Academy](#) - Create a [free account](#) to access the full course.
 - NOTE: Each Khan Academy module includes instructional videos, a check for understanding and a summary page. Students may read or print the summary page first, then watch the videos if further explanation is needed.
- [AP Macroeconomics Shmoop](#) - [Login Instructions](#) for SBISD students. All students have a free account with Shmoop.
- Create an account or log into [AP Students](#) to complete the exam practice.