

Pro-Vision Academy Charter School

High School Social Studies

Distance Learning Plan

Week of April 13-17, 2020

World History

(Suggested: 90 minutes of off-line activities)

Please submit assignments to Mr. Gordon at jgordon@pvacademy.org

Weekly Project

Monday- Thursday: April 13-16, 2020

Create a flow chart to fully explain the causes and effects of the development of permanent settlements: Write a statement that summarizes the graphic organizer.

Friday: April 17, 2020

Complete your project for the week and submit to

jgordon@pvacademy.org , or submit it via Google Classroom

https://docs.google.com/document/d/1FlctlodKAvfetzbtMk_VYFHenYKDJn7/edit

If you have questions about this assignment , please email Coach Gordon.

World Geography

Please submit assignments to Mr. Gordon at jgordon@pvacademy.org

Monday- Tuesday: April 13-17, 2020

Weekly Project

Create a multimedia presentation that explains the processes that have affected population distribution and settlement patterns. The presentations should include information about the processes of migration, urbanization, and globalization along with details about how physical geography and the availability of resources affect population patterns. The presentation should

illustrate population patterns and processes affecting population patterns with the use of maps.

Friday

Complete your project for the week and submit to

jgordon@pvacademy.org , or submit it via Google Classroom

https://docs.google.com/document/d/1FIdctlodKAvfetzbtMk_VYFHenYKDJn7/edit

If you have questions about this assignment , please email Coach Gordon.

**U.S. History
(Suggested: 90 minutes of off-line activities)
April 6-10, 2020**

Please submit assignments to Ms. J. Jackson at, jjackson@pvacademy.org

Monday April 13

Standards: US.2A, US.7B, US.7C, US.7F, US.7G, US.17A, US.18B, US.28A, US.28B

Americans Contribution to WWII

1. Activity 1: Activate your prior knowledge about the Pearl Harbor attack and answer the following questions:

- o In what ways did Americas respond to produce for the war effort?
- o How did the U.S. Office of War Information influence public attitudes?
- o What was significant about the contributions of The Tuskegee Airmen, the Flying Tigers, the Navajo Code Talkers and Vernon J. Baker?
- o Why was Executive Order 9066 issued and what impact did it have on Japanese Americans?
- o How did women’s roles change as a result of the Second World War?

Tuesday April 14

Standards: US.2A, US.2B, US.7B, US.7C, US.7D, US.7G, US.23B

End of WWII and the Manhattan Project

Activity 1: Read the Manhattan Project webpage

<https://www.history.com/topics/world-war-ii/the-manhattan-project>

Activity 2: Watch the Manhattan Project video and answer the following questions:

- o What was the Manhattan Project?
- o In what locations was the work completed?
- o Why was the Manhattan Project started?
- o Name the U.S. President that began the project.
- o Name the U.S. President that carried out the Manhattan project
- o Name the physicist that was named director of the Los Alamos laboratory
- o Name the chemical elements utilized in the making of the nuclear weapon
- o What is the significance of the Potsdam Conference, what world leaders attended?
- o Name the Japanese cities that were impacted by nuclear war and number of people killed.
- o What is the legacy of the Manhattan Project?

Wednesday April 15

Standards: US.2A, US.8A, US.8C

The Cold War Introduction

Activity 1: Cold War Introduction- Read Cold War Introduction & PowerPoint slides 2-10 and take notes.

Activity 2: Following the Second World War the United States responded to Soviet aggression with a containment policy that eventually resulted in military involvement in Korea.

Answer the following questions:

- o What foreign policies were developed to address Soviet aggression in Europe?
- o How did the United States respond to the blockade of Berlin?
- o Why was the Berlin Wall built?
- o Why did the United States become involved in the Korean conflict and what was the outcome of the conflict?

Thursday April 16

Standards: US.2A, US.8A, US.8C

Activity 1: Pretend you are a journalist preparing for a major story on the Cold War. Create profiles of major world leaders during the 1960s (Cold War) and include describe their foreign policies or political beliefs. You must profile four major world leaders.

Friday April 17

Standards: US.2A, US.8A, US.8C

Activity 1: Read The Space Race PowerPoint slides and take notes.

Activity 2: Answer the following questions:

- o What year did World War II end?
- o What could the Intercontinental Ballistic Missile (ICBM) do?
- o What country launched the first satellite into space, what was the name of the satellite and what day did it launch?
- o What did newspaper headlines report after the launch of the artificial satellite?
- o What change occurred in the United States that encouraged space exploration?
- o Name two Americans and their accomplishments related to space exploration.

Note

Please email Ms. J. Jackson with any questions at jjackson@pvacademy.org

Government

(Suggested: 90 minutes of off-line activities)

Please submit assignments to Ms. J. Jackson at jjackson@pvacademy.org

Monday April 13

Standards: G.4A, G.4B, G.4C, G.17A, G.17B, G.19A, G.19B, G.20A, G.20B

Topic: Introduction to the History of Policy Making: Political Interactions

Reading: Policy Making: Political Interactions

While the role of the government in a free enterprise system is limited, governmental policies in the United States related to taxation, regulation, monetary policy, and fiscal policy affect the economy.

Activity 1: Read PowerPoint teacher notes on fiscal policy and monetary policy and answer the following questions:

- o Name three groups that interact to make political decisions in the U.S.
- o Name three conditions that distress people and make a need for government interaction.
- o What is the process of evaluating policy?
- o Describe two foreign policy goals
- o Who makes foreign policy?

Tuesday April 14

Standards: G.4A, G.4B, G.4C, G.17A, G.17B, G.19A, G.19B, G.20A, G.20B

Topic: Introduction to Fiscal Policy

Reading: Fiscal Policy Reading Attached

Fiscal policy involves the decisions that a government makes regarding collection of revenue, through taxation and about spending that revenue. It is often contrasted with monetary policy, in which a central bank (like the Federal Reserve in the United States) sets interest rates and determines the level of money supply.

Activity 1: Watch the video and reading posted on fiscal policy

Activity 2: Complete the short quiz on fiscal policy

Wednesday April 15

Standards: G.2B, G.10A, G.10B, G.15A, G.19A, G.19B, G.20A, G.20B

Bureaucratic Accountability

Accountability is pretty important in all aspects of life. At work, it's important that everyone is accountable so that it's easy to find the cause of any problems. At home, being accountable for your own actions is important to remain in the good graces of your family - so you better confess when you've eaten the last ice cream sandwich! Accountability is also important to large organizations, and especially in the United States bureaucracy. In this lesson, we'll explore the accountability the U.S. bureaucracy is held to by the executive and legislative branches and discover a few bureaucratic problems and several remedies.

Activity 1: Read the lesson and watch the video on Bureaucratic Accountability

Activity 2: Complete Bureaucratic Accountability Quiz

Thursday April 16

Standards: G.2B, G.10A, G.10B, G.15A, G.19A, G.19B, G.20A, G.20B

State Government

A state government is a unit of government that specifically makes and enforces laws for a state. Several modern nations, such as the United States, Australia, and India, utilize state governments to administer to the local needs of an area. In modern nations, state governments have certain reserved powers, specific powers and responsibilities that the national government does not have.

Activity 1: Read Lesson on State Government & complete online worksheet

Friday April 17

Standards: G.2B, G.10A, G.10B, G.15A, G.19A, G.19B, G.20A, G.20B

Activity 1: Write a 1-2 paragraph essay on the importance of state government and what entities are involved in state government.

Note

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Economics

(Suggested: 90 minutes of off-line activities)

Please submit assignments to Ms. J. Jackson at jjackson@pvacademy.org

Monday April 13

Standards: E.20E, E.1C, E.3B

Economics: Labor and Minimum Wage

Minimum wage is the lowest amount an employer can pay its employees for work performed. In the United States, the minimum wage was first enacted by Congress in 1938. Learn more about it in this lesson.

Minimum wage is the amount of compensation an employee must receive for performing labor. In 1938, the federal government enacted the Fair Labor Standards Act. The act allowed Congress to set the federal minimum wage. States are allowed to set their own minimum wage, but those jobs paid at the state rate must meet certain requirements. Some of the advantages to having a minimum wage include helping families, providing an employment incentive, and reducing the need for government welfare programs.

Activity 1: Students will read the lesson on the history of minimum wage. Students will learn about the federal and state minimum wage and how it impacts the economy.

Activity 2: Students will complete the online workbook and short quiz on minimum wage

Tuesday April 14

Standards: E.20E, E.1C, E.3B

Activity 1: Accessing prior knowledge on minimum wage, students will research and compare minimum wage and cost of living in several states, analyzing the shifts in the value of money among different locations.

Activity 2: Research the minimum wages in three different states and compare each to their state's cost of living. Then, in 2-3 paragraphs, summarize your findings and respond to this prompt: How does the value of money change depending on location? Give 2-3 reasons. Be sure to include sources found during your research.

Wednesday April 15

Standards: E.20E, E.1C, E.3B

Minimum Wage and its Effect on Employment

There are times when the labor market is perfectly balanced between what employers are willing to pay and what workers want in a job. In this lesson, students will learn what happens to the labor market when governments intervene, imposing a minimum wage.

Activity 1: Read Supply and Demand in the Labor Market

Activity 2: Complete the short worksheet on minimum wage and its effect on employment.

Thursday April 16

Standards: E.1A, E.1B, E.1C, E.1D, E.21A, E.22A, E.22B

Supply, Demand, and Scarcity

Students explore the impact of scarcity through the lens of supply of and demand for a popular holiday gift. They discuss the price and availability of the gift and its relationship to Market Supply and Demand Schedules.

Activity 1: To better understand the impact of scarcity, research a news story about a popular holiday gift in the past five years. In 1-2 paragraphs, explain how the supply and demand for this product affected the price and how it relates to Market Supply and Demand Schedules. Be sure to include sources found during your research.

Friday April 17

Standards: E.1A, E.1B, E.1C, E.1D, E.21A, E.22A, E.22B

Defining and Measuring the Unemployment Rate

During the COVID-19 pandemic you've probably heard about the unemployment rate. Students will find out how economists define unemployment, what the unemployment rate is, and how to calculate it in this lesson.

Activity 1: Students will read the lesson on defining unemployment and complete the short online workbook.

Note

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Economics
(Suggested: 90 minutes of off-line activities)

Monday

Watch the local or national news then write a summary of what you saw. In this summary include:

1. What was the focus of the major stories?
2. How do these stories affect you and your family?
3. What examples of Supply and Demand did you see? Explain the impact of this. If you didn't see any examples explain how Supply and Demand are being impacted by the Coronavirus (COVID-19).
4. Predict what you think will be the most important stories the news will focus on the following day or week.
5. If you were running the news cast, what would you have included in the stories?

Tuesday

If you could pick which type of economic system you live in, which one would you pick? Identify the type of economy. Explain how you would benefit from this type of economy. Also explain what rights or freedoms you would lose under this type of economic system.

Wednesday

What effect do you think Coronavirus (COVID-19) will have on the economy of the United States? What economic effect will COVID-19 have on your family? Is there anything the government could do to help the economy?

Thursday

Create a Venn Diagram (or other graphic organizer of your choice) comparing and contrasting two historical figures from Economics.

Suggestions, but you are not limited to this list:

Friedrick Hayek, Milton Friedman, John Maynard Keys, Adam Smith

Friday

Create an acrostic poem, song lyrics, or a rap. Select a word, person, event, or concept from Economics.

To create an acrostic, follow these five easy steps:

- 1 Decide what to write about.
- 2 Write your word down vertically.
- 3 Brainstorm words or phrases that describe your idea.
- 4 Place your brainstormed words or phrases on the lines that begin with the same letters.
- 5 Fill in the rest of the lines to create a **poem**.

Example using the word History:

Helps people know about the past

Intertwined with events

Staories about our past

Teaches our successes and failures

Offers respect for others

Yesterday connected to today

Some suggested words you might use: (you are not limited to these words)

Economics, Investments, Entrepreneurship, Competition, Free Enterprise, Communism, Supply and Demand, Socialism, Trade, Budget