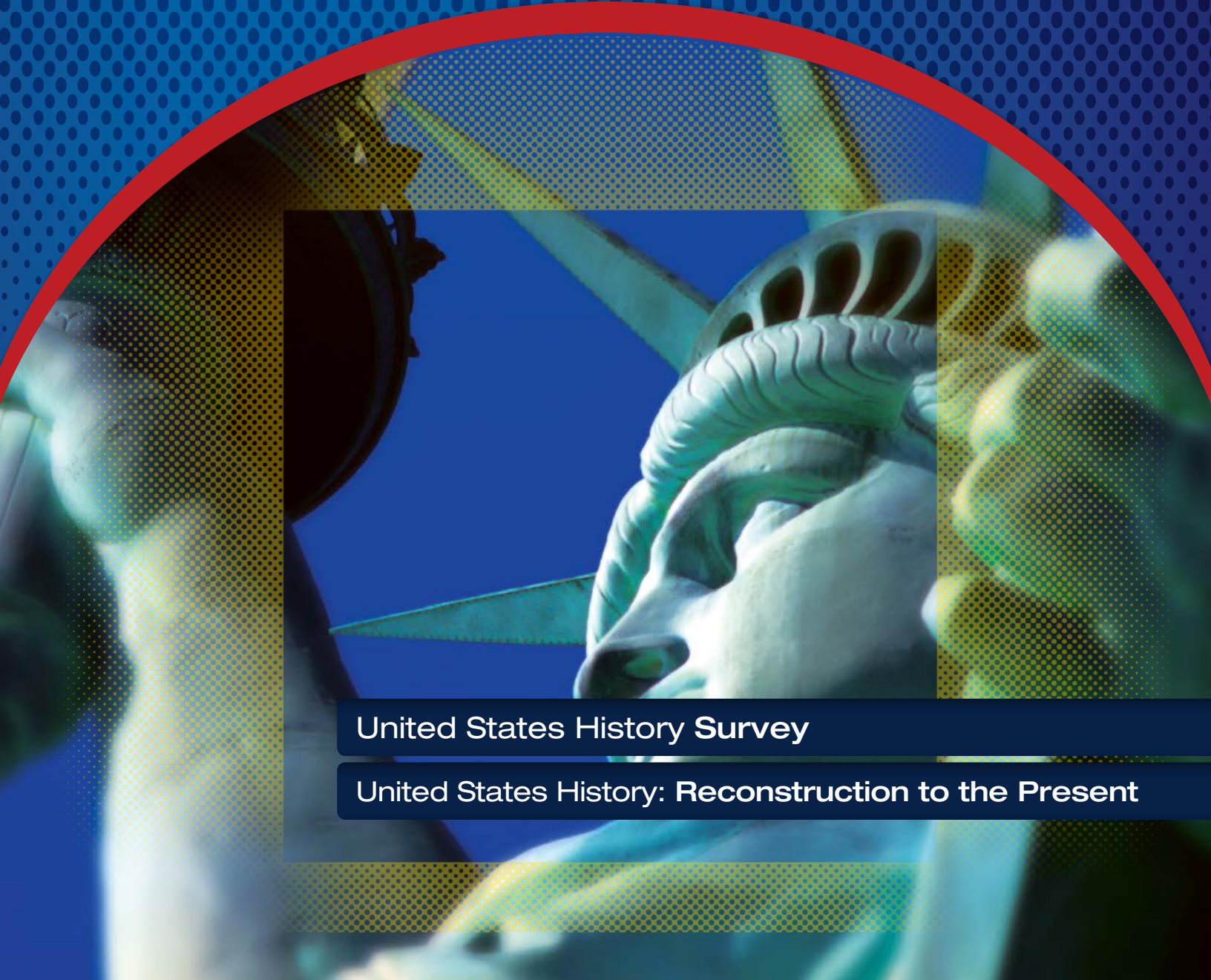


UNITED STATES HISTORY

Social Studies Reimagined!



United States History Survey

United States History: Reconstruction to the Present

Overview

Social studies is more than dots on a map or dates on a timeline.

It's where we've been and where we're going. It's stories from the past and our stories today. And in today's fast-paced, interconnected world, it's essential.

Welcome to the next generation of social studies!

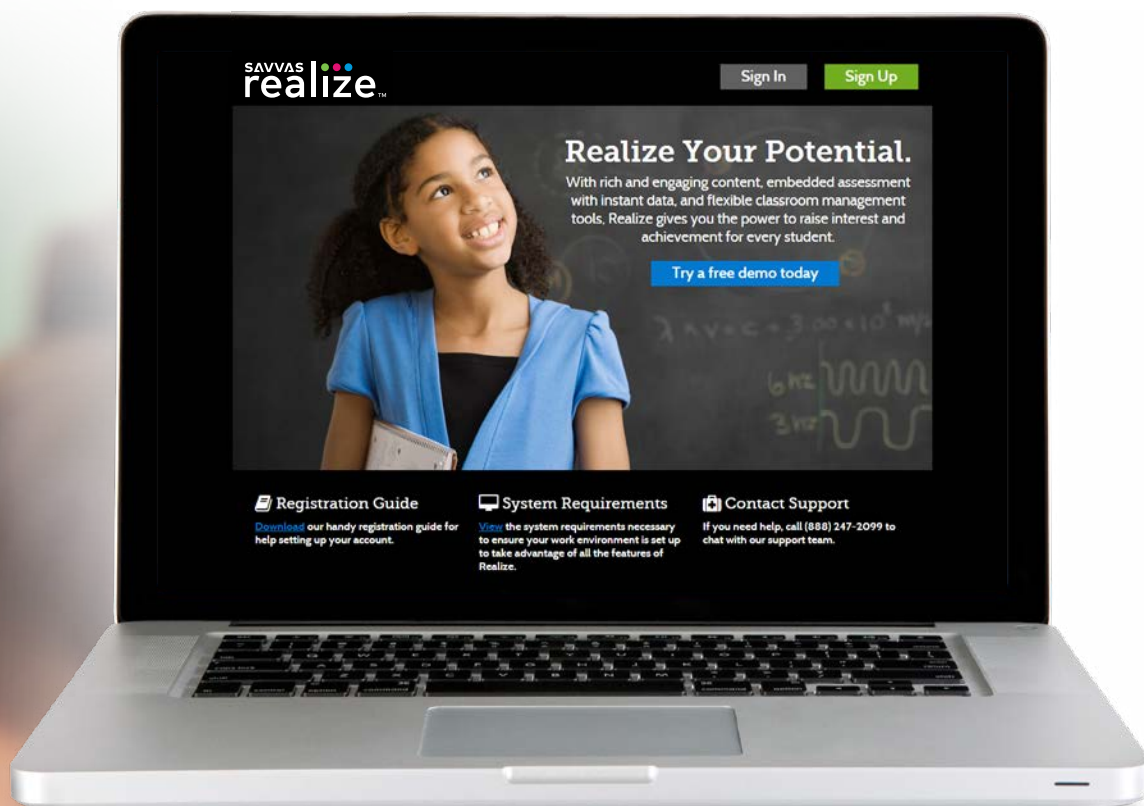
United States History was created in collaboration with educators, social studies experts, and students. The program is based on the Savvas Mastery System. The System uses tested best practices, content expectations, technology, and a four-part framework—Connect, Investigate, Synthesize, and Demonstrate—to prepare students to be college- and career-ready.





◀ The System includes:

- Higher-level content that gives support to access complex text, acquire core content knowledge, and tackle rigorous questions.
 - Inquiry-focused Projects, Civic Discussions, and Document Analysis activities that develop content and skills mastery in preparation for real-world challenges.
-
- Digital content on the Savvas Realize™ platform that is dynamic, flexible, and uses the power of technology to bring social studies to life.
 - The program uses essential questions and stories to increase long-term understanding and retention of learning.



Connect

Make a Connection

Get students ready to learn by helping them make a personal connection to new content while activating prior knowledge.

Connect with real-world stories!

Developed in partnership with NBC Learn, My Story videos help students understand Social Studies through a unique perspective. Students will soon make the connection that they themselves are the vital link between long-past eras and the world today.



Topic 14

TOPIC INQUIRY: PROJECT-BASED LEARNING

Build a Memories of World War II Website

In this Topic Inquiry, students work in teams to research the lives of Americans who experienced World War II and build a website that shows how war impacts the lives of people.

STEP 1: CONNECT
Launch the Project and Connect Students
Assign the Inquiry from the American Association of World War II Teachers. Assign students to work in teams of four or five. Assign students to work in teams of four or five. Assign students to work in teams of four or five.

STEP 2: INVESTIGATE
Launch the Project and Connect Students
Assign the Inquiry from the American Association of World War II Teachers. Assign students to work in teams of four or five. Assign students to work in teams of four or five. Assign students to work in teams of four or five.

STEP 3: SYNTHESIZE
Launch the Project and Connect Students
Assign the Inquiry from the American Association of World War II Teachers. Assign students to work in teams of four or five. Assign students to work in teams of four or five. Assign students to work in teams of four or five.

STEP 4: DEMONSTRATE
Launch the Project and Connect Students
Assign the Inquiry from the American Association of World War II Teachers. Assign students to work in teams of four or five. Assign students to work in teams of four or five. Assign students to work in teams of four or five.

PROFESSIONAL DEVELOPMENT
Project Based Learning
Use the Project Based Learning Professional Development resources in the online course.

Connect through inquiry-based learning.

Easy-to-Use Projects offer rubrics for students and resources for teachers.

Civic Discussions encourage students to base arguments on evidence.

Document-Based Questions provide complete writing activities all in one place.

Connect to today's students with a new Student Text.

- A fresh, new, slimmer student book provides rigorous content.
- A magazine-like design with primary source callouts and dramatic photos that support the text.
- Higher-order thinking questions and higher Depth of Knowledge assessments than traditional textbooks.



6.4 The attack on Pearl Harbor brought America into World War II on the Allied side. By June 1942, the Allies were battered but still fighting. British pilots had fought off a Nazi invasion of their island, while at the Battle of Coral Sea, the U.S. Navy had frustrated Japanese plans to extend their domination in the Pacific. Though years of fighting lay ahead, the Allies spied signs of hope.

focus on finishing the war in Europe before trying to end the war in Asia.

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The European Front

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War in the Atlantic Hitler was determined to cut the supply lines between the United States and Europe before American aid could make a difference. German U-boats patrolled the Atlantic and Caribbean, sinking more than 3,500 merchant ships and killing tens of thousands of Allied seamen. "The only thing that ever really frightened me during the war was the U-boat peril," Churchill wrote.

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The struggle for Stalingrad was especially ferocious. German troops advanced slowly, fighting bitter block-by-block, house-by-house battles in the bombed-out buildings and rubble.

Soviet troops then counterattacked, trapping the German forces. Yet Hitler refused to allow his army



→ German troops march through Berlin, Germany, marking the surrender of Germany in 1945. How does this photo suggest about the power of the Allies during the early years of the war?



→ American soldiers watch as Allied bombers attack a German U-boat, 1944. A few minutes after this photo was taken, the U-boat sank.

Interactive Gallery

World War II 30 6.4 A War on Two Fronts



Notes: _____

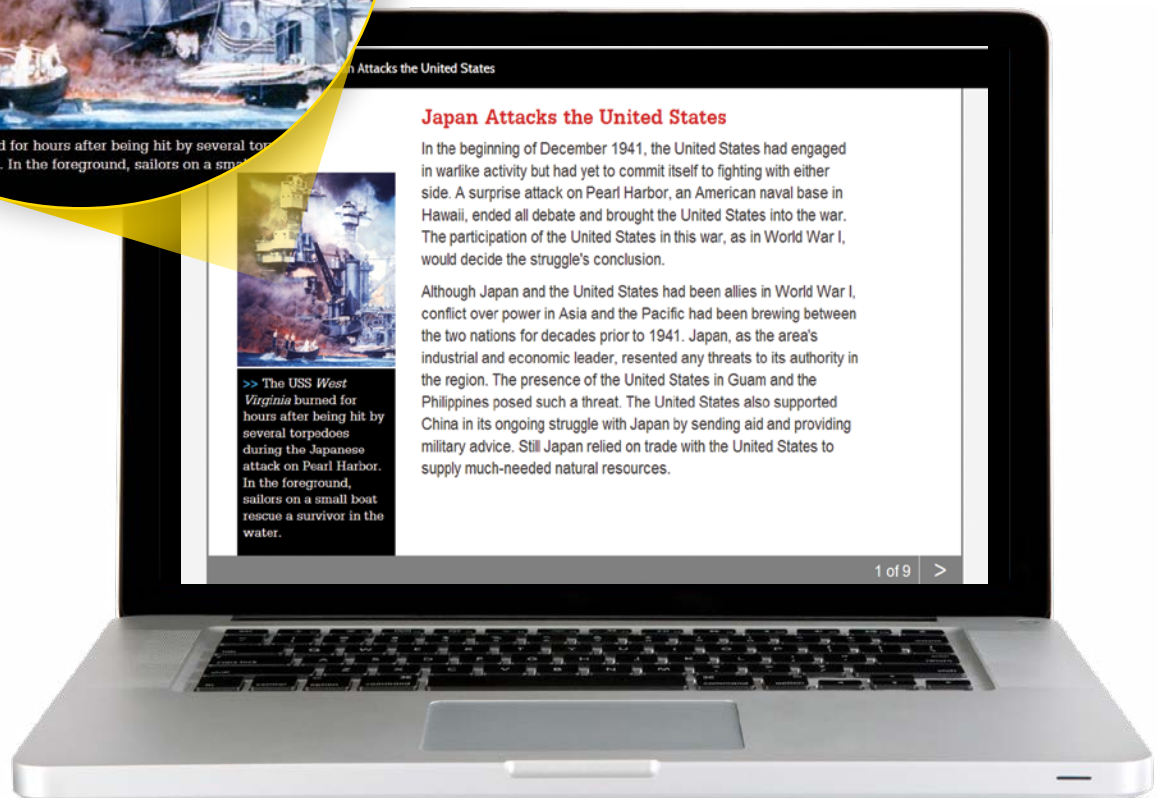
Investigate

Spark Investigation

Keep students engaged throughout the learning process. Create a dynamic learning experience in which students participate actively inside and outside of class.

Engage every learner with a personalized pathway!

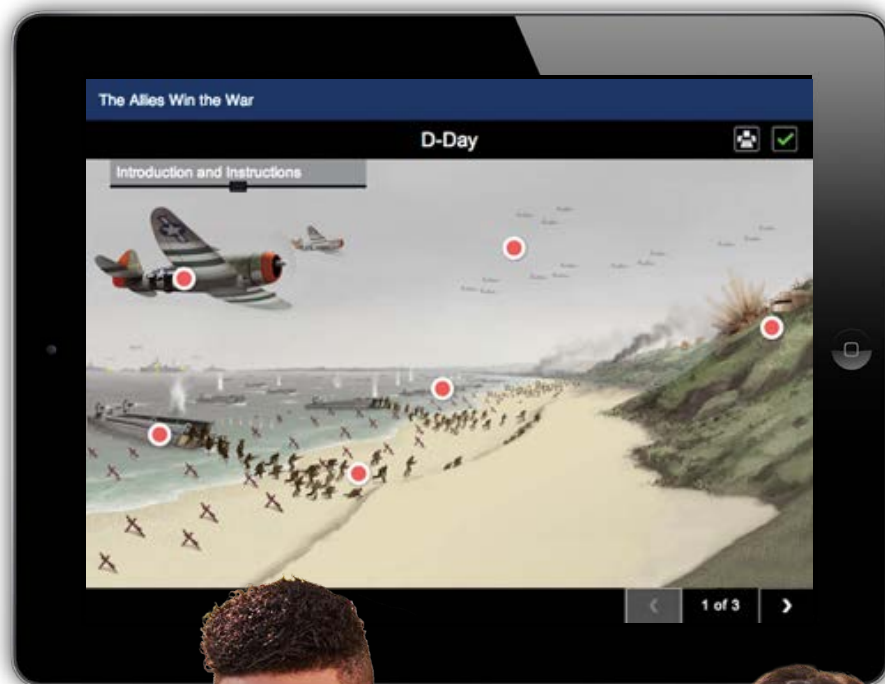
- Chunked text allows students to learn at their own pace, in their own way, on any device
- Dynamic images for visual learners
- Audio support for struggling readers
- One-click access to vocabulary definitions in English and Spanish



Engage attention with interactive features.

Including:

- Flipped videos
- Interactive 3-D models
- Charts
- Primary source image galleries
- Cartoons
- Illustrations
- Timelines
- Simulations



Engage students with Active Classroom strategies.

- Quick and easy energizers paired with each interactive feature increase in-class participation
- Differentiate instruction and support ELL
- Integrated in each daily lesson plan
- Incorporates process skills and encourages students to justify their thinking
- Offers a quick method to check understanding



Flexibility

Flexible Options for Every Classroom

Choose how you want to teach and how you want your students to learn. Use instructional materials based on your own technology set-up, teaching preferences, and classroom needs.

All Digital



Digital Options

- Student Digital Courseware
- Student eText
- ExamView® Test Bank CD-ROM
- Teacher Resource DVD
- Teaching Support Online

Blended



Blended Options (Digital and Print)

- Student Edition
- Student Digital Courseware
- Student eText
- ExamView® Test Bank CD-ROM
- Teacher Resource DVD

Now, Choose Your Teaching Support

United States History is the first program to give you a new approach to teaching support. Available in two formats, these teaching resources give you the flexibility to choose your support based on your instruction and individual classroom needs.

Teacher's Edition

This innovative printed edition provides instruction and support for every digital asset on the online course.

om

Primarily Print



Print Options

- Student Edition
- Teacher Edition
- Teacher Resource DVD
- ExamView® Test Bank CD-ROM

Teaching Support Online

Point-of-use digital course instructional strategies, flexible planning tools, and instant access to student data on the Realize platform provide comprehensive teaching support online.



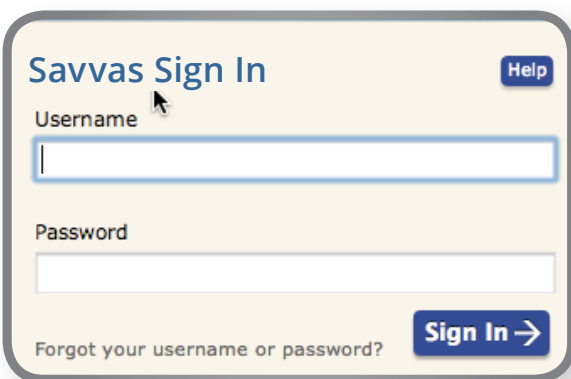
Program Tour

Start Online at SavvasRealize.com

The Savvas Realize™ platform is your online destination for the entire course, including all of the digital resources. With rich and engaging content, embedded assessments with instant data, and flexible tools to manage your classroom, Realize gives you the power to raise student interest and achievement.

What you'll find on Realize:

- Teacher resources in one location
- Flexible class management tools and embedded assessments
- Student and class performance data available instantly
- Core program resources, instruction, and professional development at point-of-use
- Customize program content or upload other content into your lessons

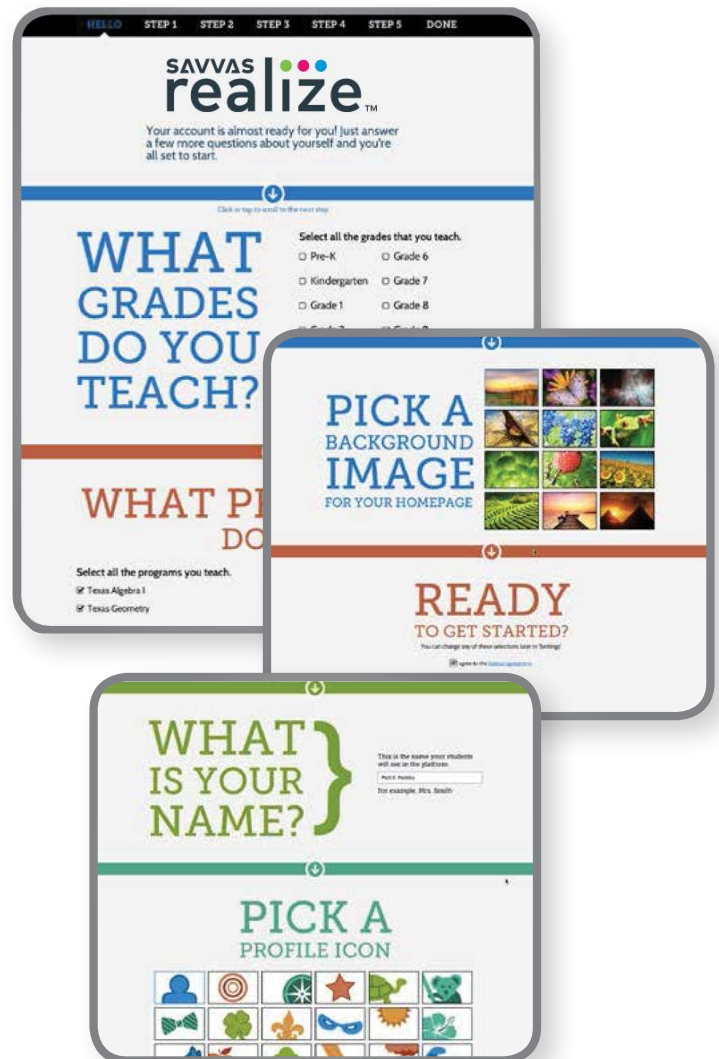


Savvas Sign In Help

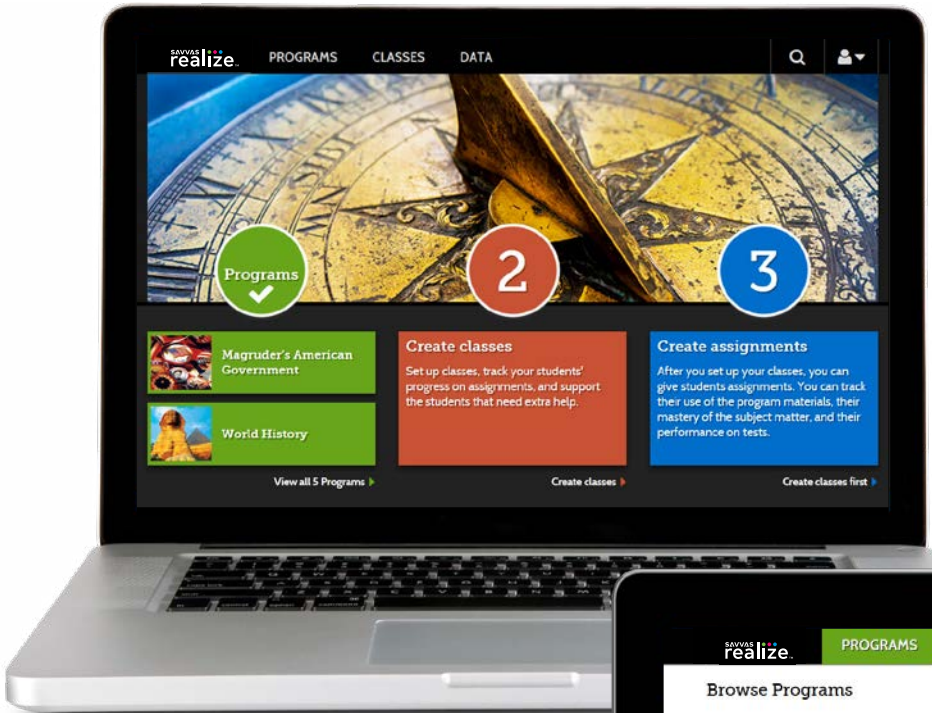
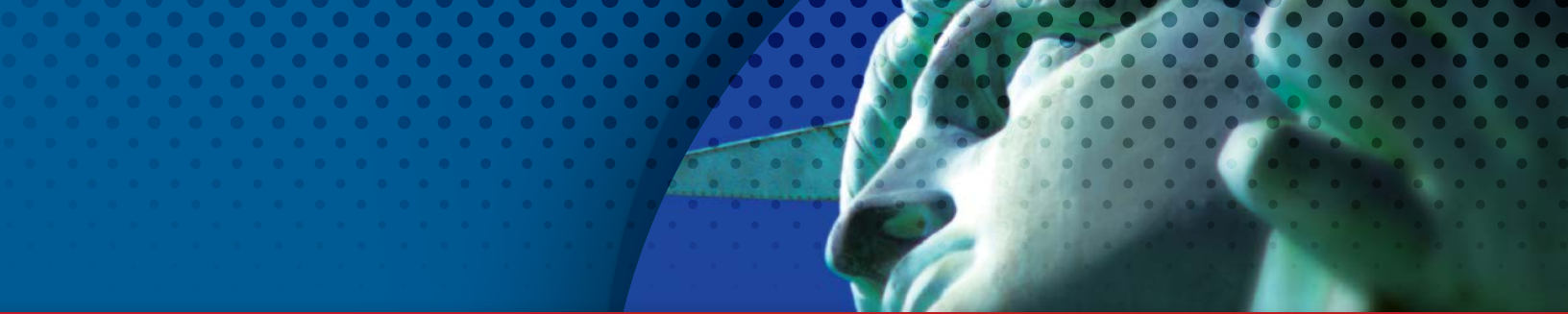
Username

Password

[Forgot your username or password?](#) Sign In →

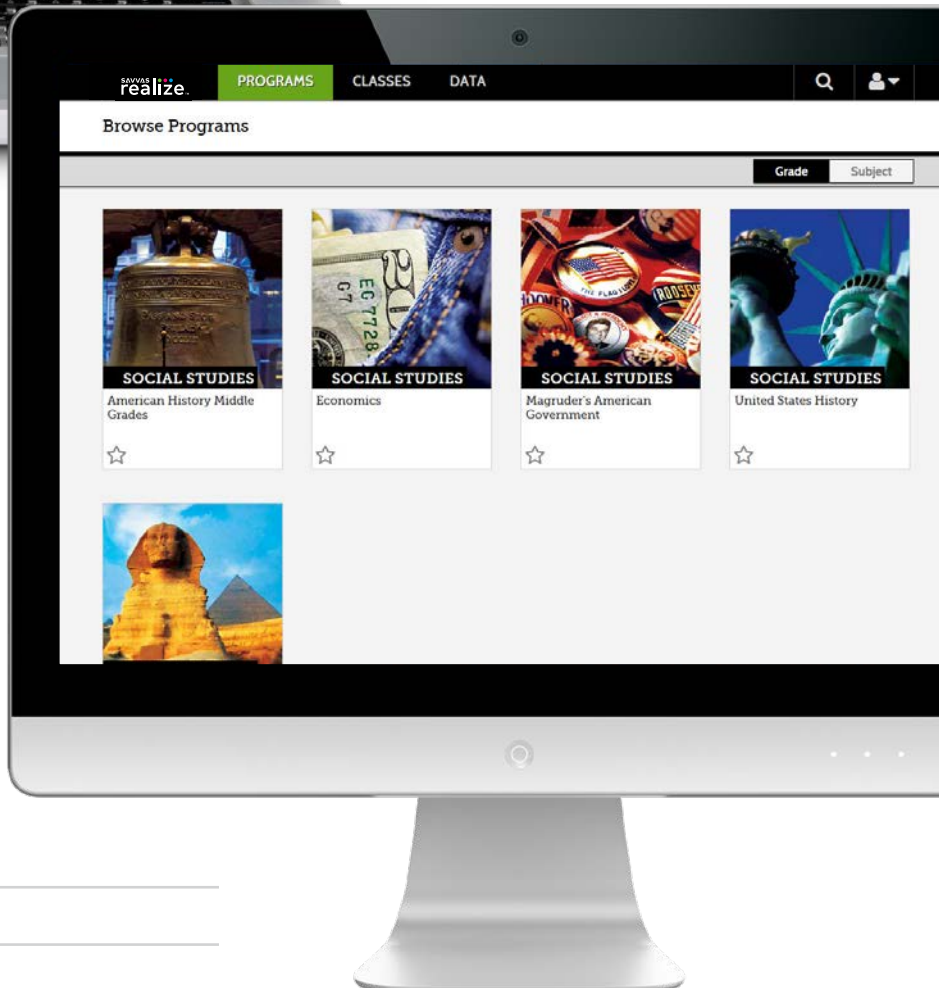


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◀ Access the Programs

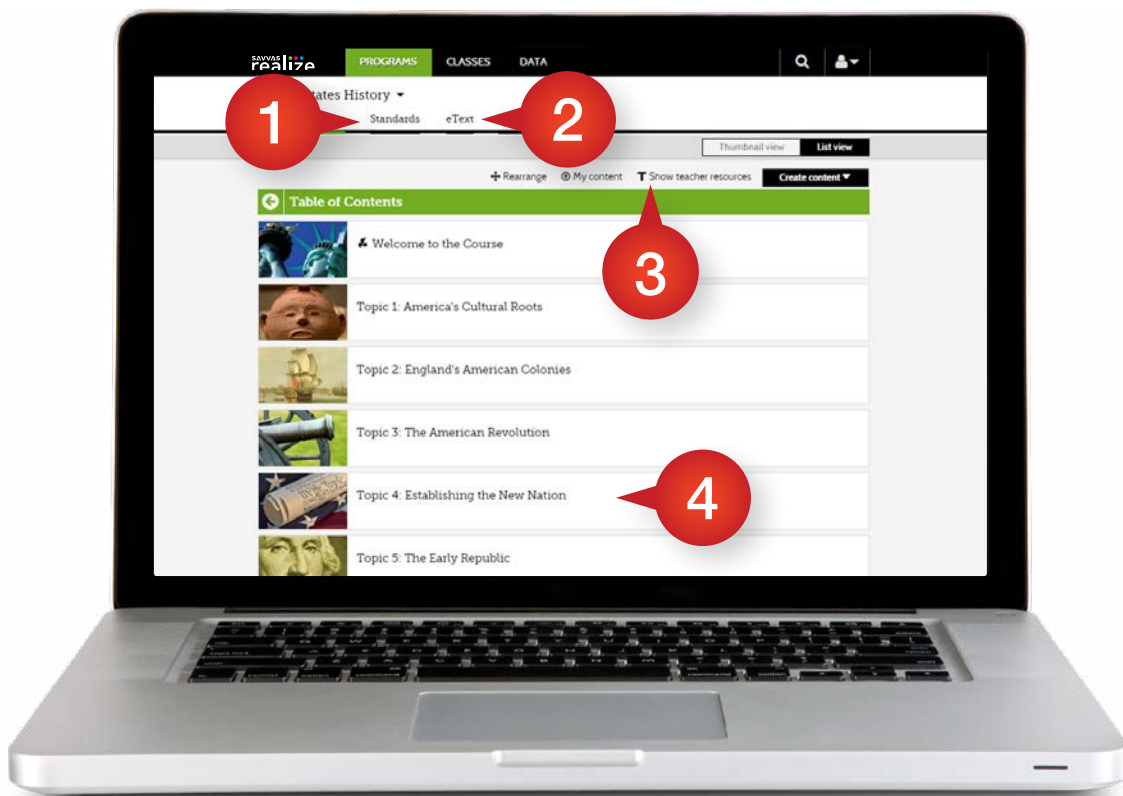
Select Your Course ▶



Program Tour

Navigate Through Your Course

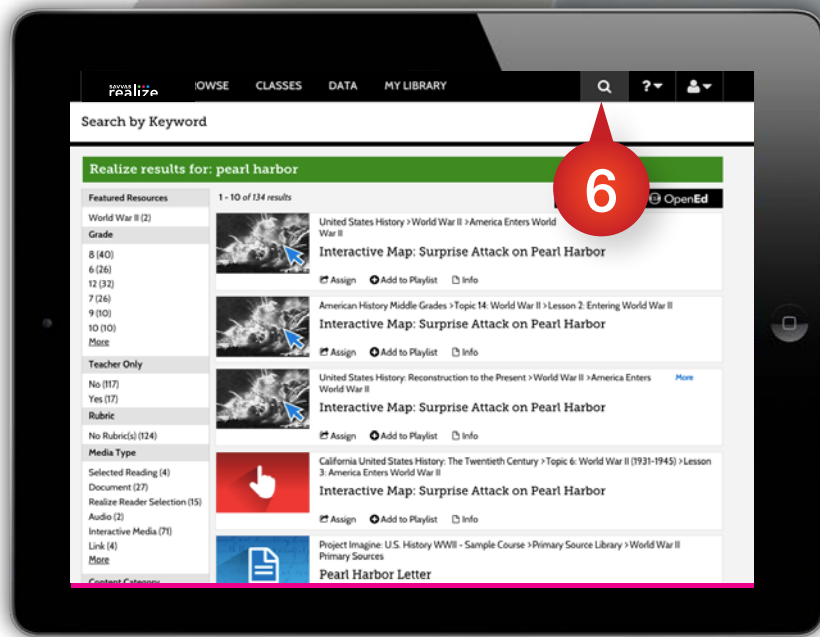
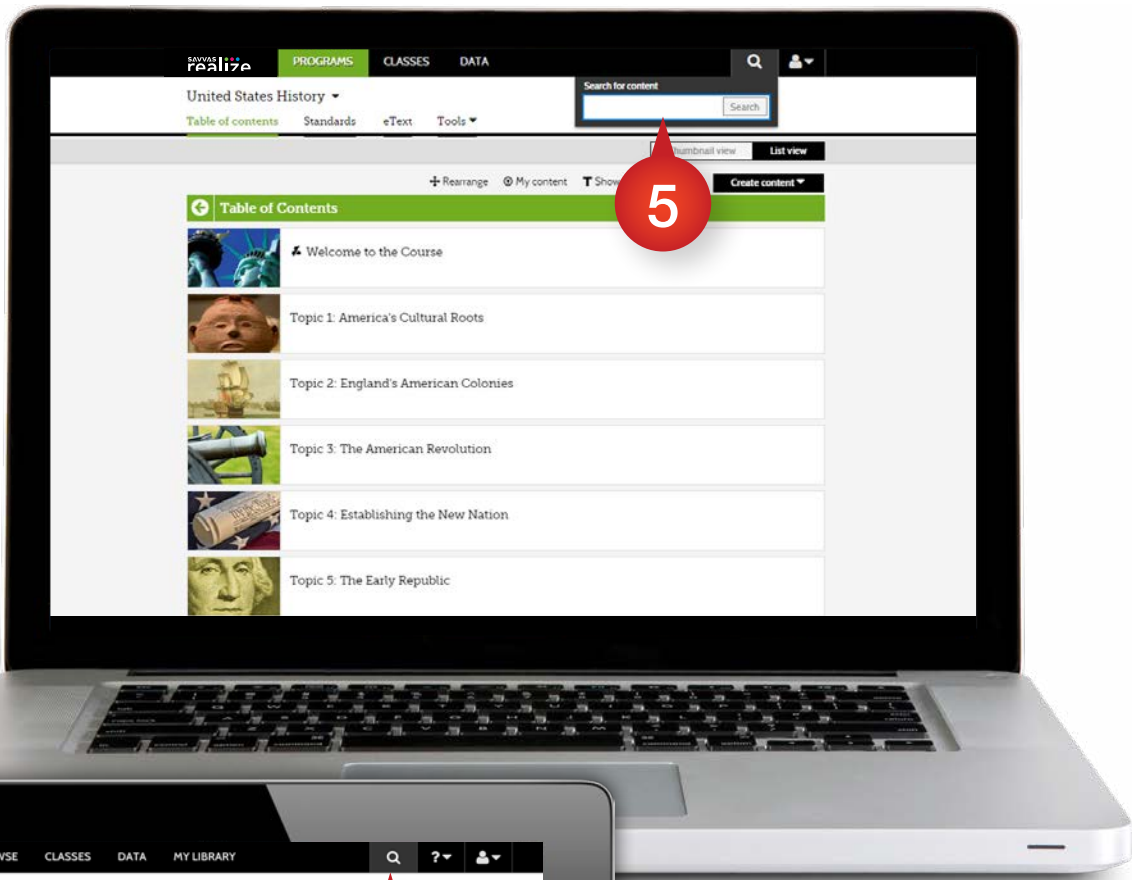
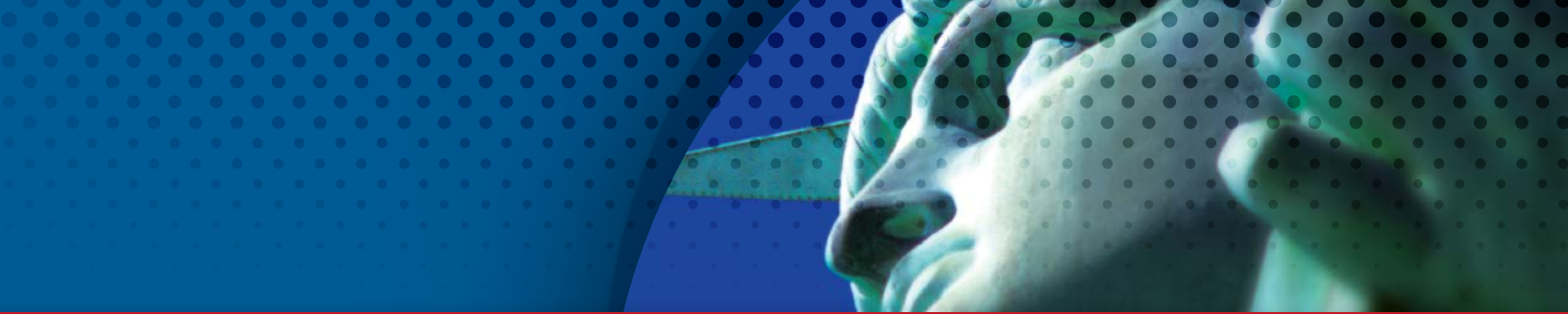
Use a clean, intuitive, and easy structure to access and adapt your course content, your lesson, and your assignments in real time. Simply click and teach!




Use the Table of Contents

- 1 Select **Standards** to view standard and see where they are taught
- 2 Select **eText** to access online ebook
- 3 Anytime you see **Rearrange**, **My content**, or **Customize**, you can customize the order or content of your curriculum
- 4 Select **Topic**, then lesson and text

Notes: _____



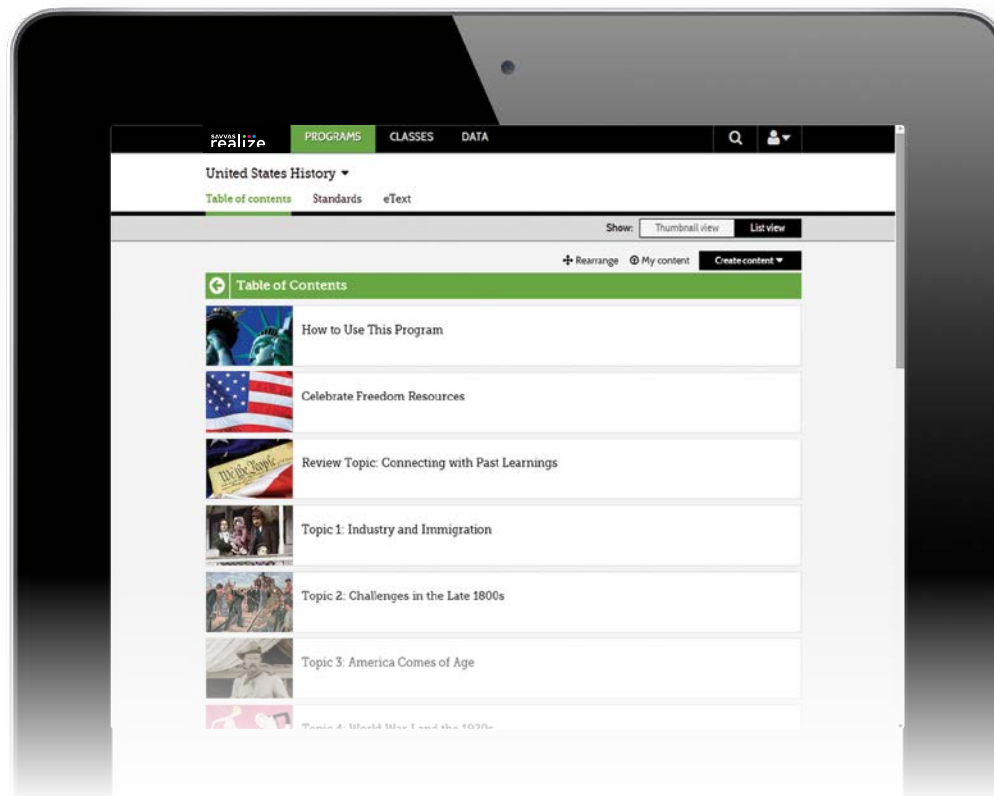
Search for content your way

- 5 Select the  to search by Standard or by Keyword
- 6 Search for Realize content or OpenEd resources. OpenEd search results provide hyperlinks to open sources.

Program Tour

Focus Your Coverage

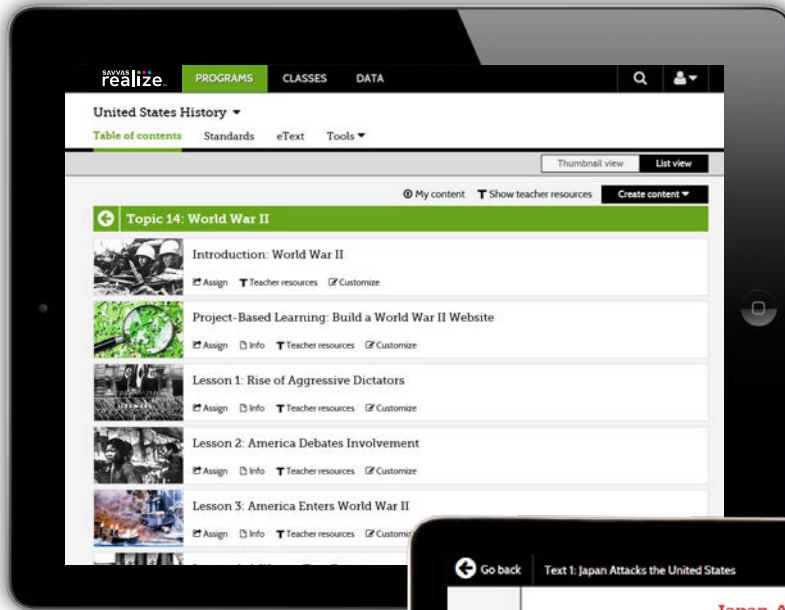
Get through all standards you need to cover in the time you have. This streamlined course is organized into Topic, Lesson, Text—making it more manageable to assign to students and teach in class.



Topic:

- 1 As you decide what you want to teach, you search first for the topic.

Notes: _____

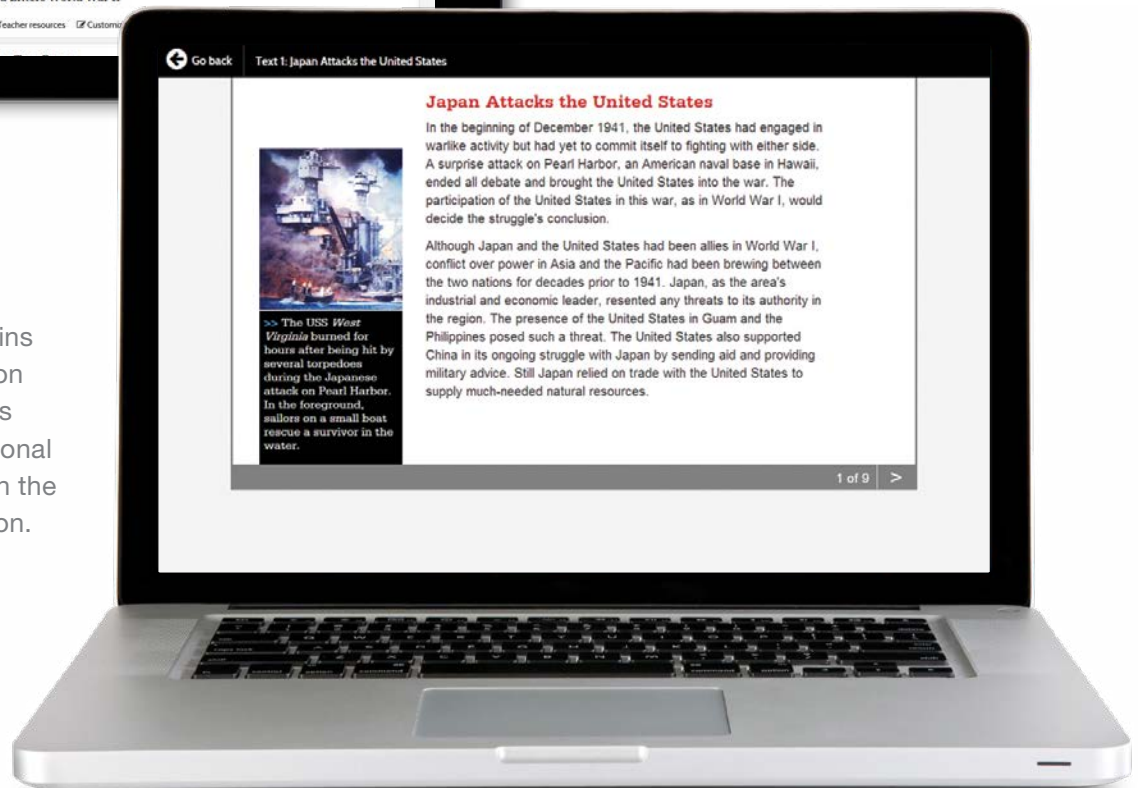


Lesson:

- 2 Within each topic are several lessons where you will find a variety of diverse resources to support teaching and learning.

Text:

- 3 Each lesson contains chunked information called Texts. This is the same informational text that appears in the print Student Edition.



Program Tour

Introduce the Topic

Start each topic of instruction with a high-impact video story, a launch for inquiry-based learning, and a quick visual overview.



Japan Attacks the United States

is the beginning of December 1941, the United States had engaged in warlike activity but had yet to commit itself to fighting with either side. A surprise attack on Pearl Harbor, an American naval base in Hawaii, ended all debate and brought the United States into the war. The participation of the United States in the war, as in World War I, would decide the struggle's conclusion.

Although Japan and the United States had been allies in World War I, conflict over power in Asia and the Pacific had been brewing between the two nations for decades prior to 1941. Japan, as the area's industrial and economic leader, resented any threats to its authority in the region. The presence of the United States in Guam and the Philippines posed such a threat. The United States also supported China in its ongoing struggle with Japan by sending aid and providing military advice. Still Japan relied on trade with the United States to supply much-needed natural resources.

1. The USS Arizona burned for hours after being hit by several torpedoes during the Japanese attack on Pearl Harbor. In the background, sailors see a small boat, another a submarine in the water.

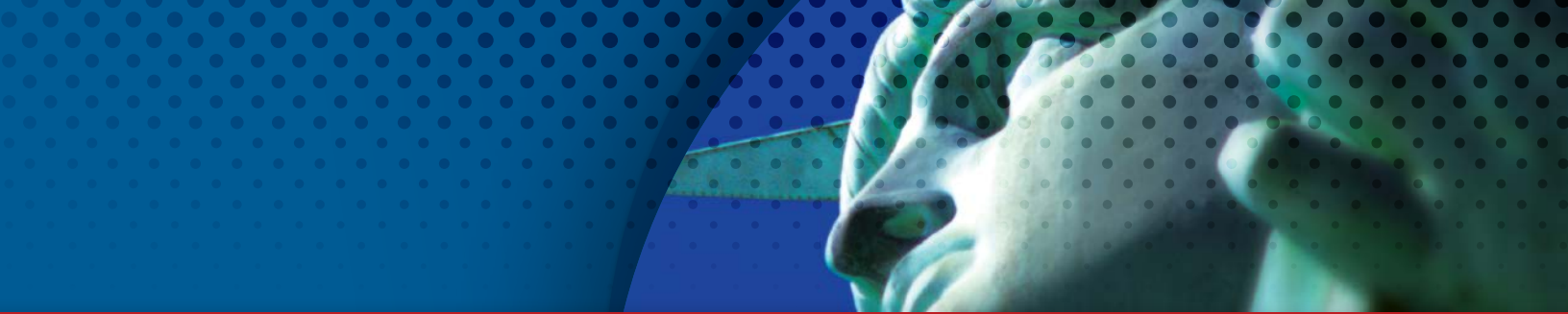
1 of 9

[ESSENTIAL QUESTION] When is war justified?

6 World War II

Connect through an Essential Question

An Essential Question connects the chapter lessons and gives learning focus and purpose. Explore it in print and online!



Notes: _____




>> American troops in Burma, 1944.

Enduring Understandings

- World War II began when aggressive dictators tried to expand their empires.
- The United States hesitated to become involved, but the attack on Pearl Harbor drew the country into the war.
- The United States played a crucial role in winning the war, both through its military contributions and its great production capacity.
- Millions were killed during the war, including 6 million Jews and 5 million others murdered by the Nazis in the Holocaust.
- World War II ended the Great Depression in the United States and increased the nation's importance as a player on the world stage.

SAVVAS realize™



Watch the My Story Video to hear about one American's experience in World War II.

SAVVAS realize™

Access your digital lessons including:
Topic Inquiry • Interactive Reading
Notepad • Interactivities • Assessments

Start with Enduring Understandings

Each topic opens with an Enduring Understandings Preview, allowing students to preview expected learning outcomes.

Start with a Story!

My Story videos help students connect to the topic by hearing the personal story of an individual whose life is related to the content.

Interact with the Page

Realize icons throughout the text alert students to corresponding interactive features.

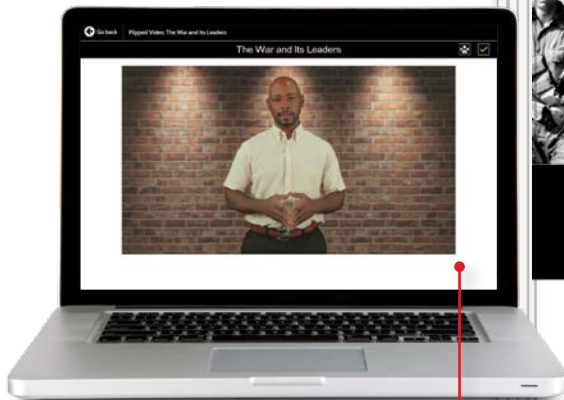
Program Tour

Present Lessons with Rigor

Teach each lesson with text and features that ensure relevancy and rigor.



Editable Presentations are provided for every lesson to support instruction.



Engaging video summaries

Taught by a master teacher, these videos can be used for flipped instruction as remediation for struggling readers or absentee students.

Embedded reading support at the start of each lesson includes Objectives and Key Terms, helping students read and understand informational texts.



>> American soldiers waded ashore during the Allied invasion of Italy, 1943.

Interactive Flipped Video

6.4

The attack on Pearl Harbor brought America into World War II on the Allied side. By June 1942, the Allies were battered but still fighting. British pilots had fought off a Nazi invasion of their island, while at the Battle of Coral Sea, the U.S. Navy had frustrated Japanese plans to extend their domination in the Pacific. Though years of fighting lay ahead, the Allies spied signs of hope.

A War on Two Fronts

Allied Strategy

The Axis Powers never had a coordinated strategy to defeat the Allies. Germany, Italy, and Japan shared common enemies but had strategies that reflected their individual political and military goals. Hitler wanted to dominate Europe and eliminate "inferior" peoples. Mussolini had dreams of an Italian empire stretching from the eastern Adriatic to East Africa. Tojo sought Japanese control of the Western Pacific and Asia.

The Allies shared more unified goals, although they did not completely trust one another. Roosevelt and Churchill feared that Stalin wanted to dominate Europe.

Stalin believed that the West wanted to destroy communism. None of the Allies wanted to risk a breakdown in their alliance, however. Roosevelt worked closely with Churchill to manage the relationship with their powerful but problematic ally, Stalin.

Roosevelt, Churchill, and Stalin considered Germany the most dangerous enemy. None felt Japan or Italy posed a serious long-term threat. Only Germany had the resources to simultaneously bomb Britain, fight U.S. and British navies on the Atlantic, and invade the Soviet Union across a 1,200-mile front. Thus, although their ultimate goal was to fight and win a two-front war, Roosevelt and the other Allied leaders agreed to pursue a "Europe First" strategy. They would

>> Objectives

Analyze the reasons for and impact of the Allies' "Europe First" strategy.

Explain why the battles of Stalingrad and Midway were major turning points in the war.

Discuss how the Allies put increasing pressure on the Axis in North Africa and Europe.

>> Key Terms

Dwight
Eisenhower
George S. Patton, Jr.
unconditional surrender
saturation bombing
strategic bombing
Tuskegee Airmen
Chester Nimitz
Battle of Midway
Omar Bradley

Context for content

Each lesson begins with a narrative preview that provides context for what students will learn in the coming lesson.

Mileposts for understanding questions act as reading speed-bumps, ensuring students understand what they've read before continuing on—available as open-ended questions in the Student Text or as multiple choice in online Text for instant feedback.

focus on finishing the war in Europe before trying to end the war in Asia.

INFER Why do you think Churchill and Stalin favored a Europe First strategy?

The European Front

The first blow America struck against the Axis was by fulfilling Roosevelt's promise to be the "arsenal of democracy." American factories turned out millions of tons of guns, tanks, and other supplies—enough to keep the Soviets and British battling Germany for years. The problem was delivering the weapons, food, and medical supplies that fueled the Allied war machine.

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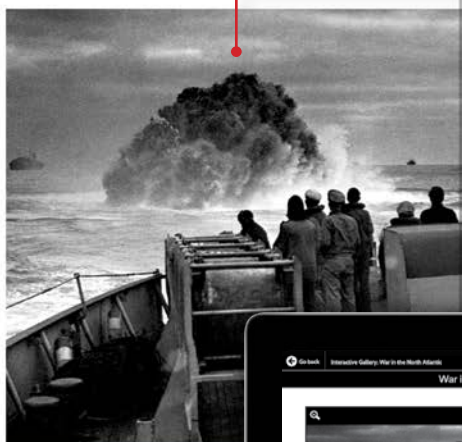
In 1942, Hitler narrowed his sights and concentrated his armies in the southern Soviet Union. His goal this time was to control the rich Caucasus oil fields. To achieve this objective, he would have to capture the city of Stalingrad.

The struggle for Stalingrad was especially ferocious. German troops advanced slowly, fighting bitter block-by-block, house-by-house battles in the bombed-out buildings and rubble.

Soviet troops then counterattacked, trapping the German forces. Yet Hitler refused to allow his army



>> German troops march through Berlin, Germany, to mark the surrender of France in 1940. **Interpret** What does this photo suggest about the power of the Axis armies during the early years of the war?



>> American sailors watch as Allied German U-boat, 1944. A few minutes taken, the U-boat was sunk.

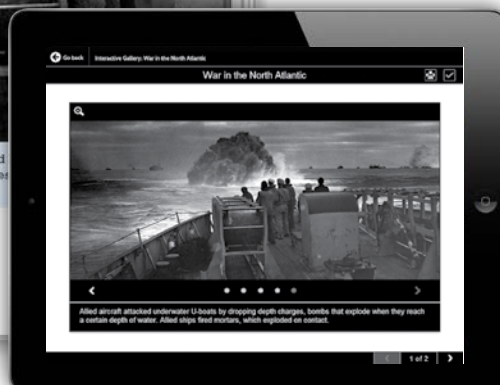
Interactive Gallery



Interactive Reading Notepad allows students to review lesson objectives, key terms, and academic vocabulary, and provides rigorous close reading support.

See, analyze, and interact

Students can use primary source image galleries throughout the lesson to interact with images that tie to the topic's story content.



Program Tour

Practice Process Skills

Offer your students powerful lessons in Social Studies process skills and provide multiple opportunities for practice with support.



21st Century Skill Tutorials cover everything from how to collaborate to how to read a map.




Interactive Primary Sources provide scaffolded prompts to foster in-depth analysis and support key process skills.



>> Soviet troops fought in the ruins of buildings in Stalingrad in 1942.



>> Airplanes played a key role during the war in North Africa, bombing enemy troops and carrying supplies to war zones. Here, a U.S. cargo plane flies over pyramids in Egypt.

 Interactive Gallery

to retreat. Starving, sick, and suffering from frostbite, the surviving German troops finally surrendered on January 31, 1943.

The battle of Stalingrad was the true turning point of the war in Europe, ending any realistic plans of dominating the entire continent. Nazi Germany was forced to retreat westward back toward Germany. Instead, it was the Soviet Union that now went on the offensive.

War in North Africa Meanwhile, another important campaign was taking place in the desert mountains of North Africa, where the British had been fighting the Germans and Italians since 1940. The goals motivated the Allied campaign in North Africa. Stalin had wanted America and Britain to open a second front against Germany in Western Europe, which would help relieve German pressure on the Soviet Union.

Roosevelt and Churchill felt they did not have the resources to prepare for an invasion of mainland Europe. An invasion of North Africa, however, required less planning and fewer supplies. In addition, driving Germany out of North Africa would pave the way for an Allied invasion of Italy.

Allied soldiers had to fight in many different types of terrain during the war. But the Sahara of North Africa—the world's largest desert—presented unique challenges. In hot, dry weather, sandstorms blinded troops. Tanks kicked up enormous clouds of dust that were visible miles away, making it difficult for troops to move without being seen. Furthermore, most supplies for Allied troops in North Africa had to be brought in by sea, where transport ships were vulnerable to German attacks.

In November 1942, the British won a major victory at El Alamein (ehl al uh MAYN) in Egypt and began to push westward. The victory prevented Germany from gaining access to the Suez Canal and oil fields in the Middle East.

About the same time, Allied troops in Morocco and Algeria began to take key German positions. An energetic general, **Dwight Eisenhower**, commanded the Allied invasion.

In February 1943, German General Erwin Rommel (known as the Desert Fox) led his troops to the Americans at the Kasserine Pass in Tunisia. Rommel broke through the American lines in an attempt to reach the Allied supply base at Tebessa in Algeria. Finally, American soldiers stopped the assault. Lack of supplies then forced Rommel to retreat.

Maps come to life

Students will continue to investigate the topic story through dynamic **interactive maps**. Students build map skills while covering the essential standards.







Point-of-Use Critical Thinking Questions

Prompts help students read, analyze, and understand maps.

Interactive Gallery: War in North Africa

War in North Africa

ion and Instructions




1 of 3

Go back Interactive Gallery: War in North Africa

War in North Africa

Draw Conclusions Most supplies for Allied troops in North Africa had to be brought in by sea. According to the map, why would this have posed a problem?

Type your answer here.



2 of 3

See content through multiple viewpoints

Online interactive galleries make the printed text come alive. Numerous primary source photos help show different perspectives of an event or topic.

Notes: _____

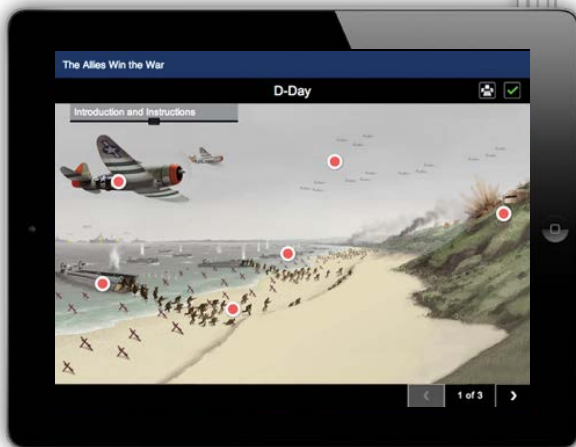
Program Tour

Support All Learners

Empower your students to learn independently based on their own interests, learning preferences, and level of standards mastery.



Core Concepts offers review of social studies strands—government, history, geography, culture, economics, and personal finance—as background or for re-teaching.



Experience history in 3-D!

Students will feel like they are part of the story as they use interactive 3-D models.

The invasion of Italy was a slow, grinding slog. Italy was crisscrossed with mountains and rivers. Heavy rains and mountain snows made combat difficult. Soldiers fought in ankle-deep mud. In the mountains, where tanks and heavy artillery were useless, Allied forces depended on mules to haul supplies up slippery and steep roads. To make matters worse, the Germans occupied the best defensive positions. Fighting continued into 1945. The Allies won battles, but none were important enough to end the war in Italy.

Allied Bombers Attack Germany Stalin continued his demand that Roosevelt and Churchill open a second front in France. While the Allies did not launch a massive invasion of France until 1944, they did open a second front of another kind in early 1942. From bases in England, Allied bombers launched nonstop attacks against Germany.

Flying by night in order to avoid being shot down in large numbers, British planes dropped massive amounts of bombs on German cities, including civilian targets. The goal of this **saturation bombing** was to inflict maximum damage.

By day, American bombers targeted Germany's key political and industrial centers. The goal of this campaign of **strategic bombing** was to destroy Germany's capacity to make war. A Nazi official later

commented that "the fleets of bombers might appear at any time over any large German city or important factory."

The bravery and contributions of an African American fighter squadron known as the **Tuskegee Airmen** played a key role in the campaign, escorting bombers and protecting them from enemy fighter pilots. In more than 1,500 missions over enemy territory in Europe, the Tuskegee Airmen did not lose a single bomber.

Overall, though, the bombing missions cost the Allies dearly. Bomber crews suffered an incredibly high 20 percent casualty rate. But they successfully carried the war into Germany, day after day and night after night. This second front in the sky did indeed relieve some of the pressure on the Soviet armies on the Eastern Front and helped pave the way for an all-out Allied offensive.

PARAPHRASE What was the situation in Italy after September 1943?



>> The B-24 Liberator, shown here in a cross-section, was the king of American bombers during the war, faster than previous planes and able to fly on longer missions while carrying more bombs.

Interactive 3-D Model



>> Analyze Maps Why was the location of Midway Island so significant? **Make Predictions** What impact would a Japanese victory at Midway have on the war in the Pacific?

Turning Points in the Pacific

While the Allies pursued their "Europe First" strategy, they did not ignore the Pacific. Through May 1942, Japanese forces continued to advance with seemingly unstoppable momentum. They had attacked American, British, and Dutch colonies, winning control of the Philippines, Malaya, Dutch East Indies, Hong Kong, Wake Island, Guam, and Burma. Then, the United States struck back. The American success at the Battle of Coral Sea in May 1942 served as a warning that the war in the Pacific was about to change.

Americans Triumph at Midway Admiral Yamamoto, commander of Japanese forces in the Pacific, knew that the United States Navy was a powerful threat. Before the Americans could retaliate for Pearl Harbor, Yamamoto sought to destroy American aircraft carriers in the Pacific. He turned his attention to Midway, an American naval base in the Central Pacific that was vital to the defense of Hawaii. Losing Midway would force American defenses back to the California coast. Yamamoto's ambitious plan entailed taking Midway and establishing a military presence in the Aleutians, a string of islands off the coast of Alaska.

What Yamamoto did not realize was that Admiral **Chester Nimitz**, commander of the United States Navy in the Pacific, knew the Japanese plans. U.S. Navy code breakers had intercepted Japanese messages. To meet the expected assault, Nimitz sent his only available aircraft carriers to Midway. The Japanese navy was stretched out across more than a thousand miles, from the Aleutians to well west of Midway. American forces were all concentrated near Midway.

The Japanese began their attack on June 4, 1942. In the **Battle of Midway**, the most important naval battle of World War II, the United States dealt Japan a decisive defeat. American torpedo planes and dive bombers sank four Japanese aircraft carriers, along with all 250 aircraft on board and many of Japan's most experienced pilots. America lost only one aircraft carrier.

Midway was the turning point of the war in the Pacific, ending the seemingly unstoppable Japanese advance. Japan still had a powerful navy, committed troops, and fortified positions. But Japanese forces would never again threaten Hawaii or dominate the Pacific. Japan was now on the defensive.

Americans Take the Offensive The first American offensive in the Pacific took place in August 1942, with

Text or online? Your choice

Students can learn content by reading narrative text online or in a printed Student Edition.



Social Studies Reference Center includes rubrics, graphic organizers, atlas, biographies, the U.S. Constitution, Supreme Court cases, and more.

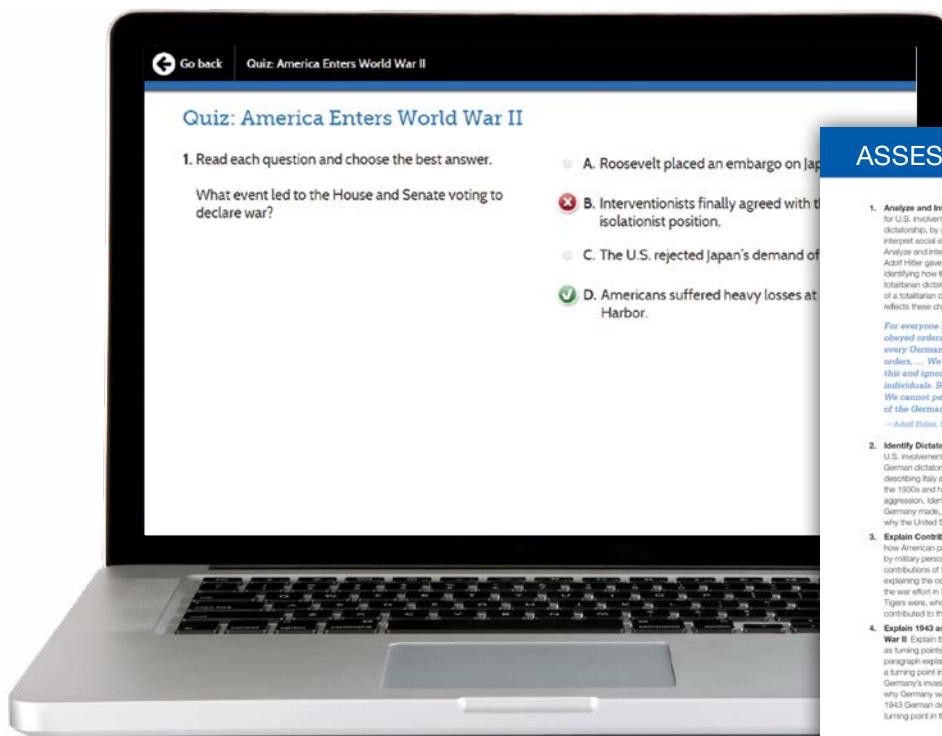
Audio helps struggling readers

Students can listen to the entire text read to them with the online eText. An audio glossary defines key terms.

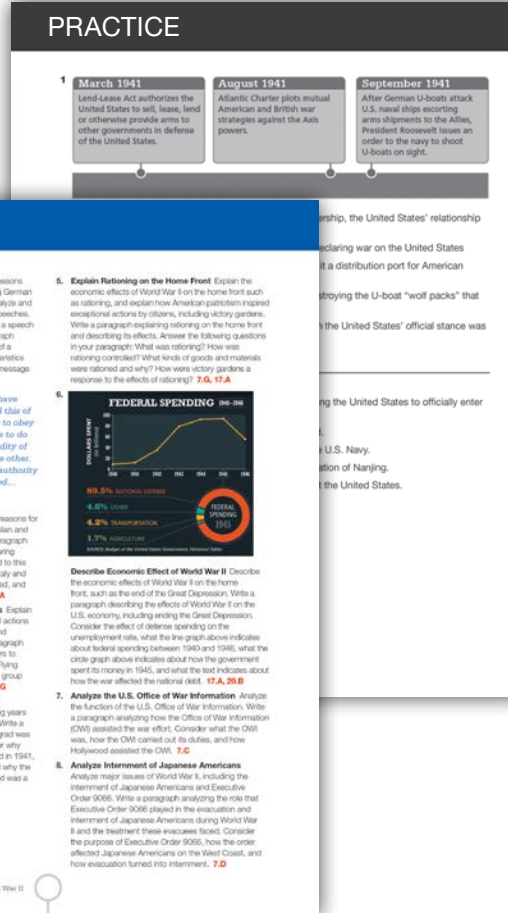
Program Tour

Assess the Lesson and Topic

Students demonstrate their understanding, knowledge, and skills through Lesson Quizzes, Topic Tests, and Topic Inquiry performance assessments. Find numerous opportunities to assess students—both in print and online.



- 1 Lesson quizzes provide a quick assessment of understanding, with instant feedback.



- 2 Assessment provides comprehensive print review and assessment for each topic.

Notes: _____

- 3 Practice allows students to take a practice test at the end of each topic. Designed in the same format used in standardized tests.

- 4 Topic Tests provide a comprehensive assessment. Online tests include higher-order thinking, primary sources, maps, and rigorous, open-ended writing prompts.

Lesson Level Assessment

- Reading Checks
- Writing Responses
- Synthesis Activities
- Performance Tasks
- Process Skills Assessment

Topic Level

- Topic Synthesis Activities
- Review and Assessment
- Practice
- Topic Assessments
- Online Tests and Test Banks

Program Level

- Test Prep
- ExamView®

- 5 ExamView® Create your own test, quizzes, study guides, benchmarks, and worksheets with the ExamView® Test Bank CD-ROM.

3 To combat discrimination in the wartime hiring process, Roosevelt signed a fair employment executive order in 1941. This order resulted in—

A more jobs for U.S. teenagers ranging from ages 14 to 18

B one million women being hired for jobs typically held by men

C two million African Americans finding work in defense industries

D Italian and Japanese Americans getting jobs in the defense industries



Based on this graphic, what technology did the United States perfect to keep diseases from spreading among American forces?

- F the use of radar for laser surgery
- G methods of drying blood plasma
- H the mass production of penicillin
- J the mass production of nylon

Question	1
See Lesson	6.2
TEKS	7.B

Chapter 1 Test A (1 of 6)

Name _____

Vocabulary Match each term with the correct definition. (10)

- Definitions
- _____ 1. in the countryside where there is plenty of open space
- _____ 2. different
- _____ 3. the way of life of a group of people
- _____ 4. imaginary lines that circle Earth, in degrees north and south
- _____ 5. in a large city where there are museums and apartment buildings

- A rural
- B urban
- C latitude
- D culture

ExamView Test Bank CD-ROM Sampler

SOCIAL STUDIES

Contains sample content for the following programs:

- American History
- World History
- United States History
- Economics
- Maryland's American Government

Program Tour

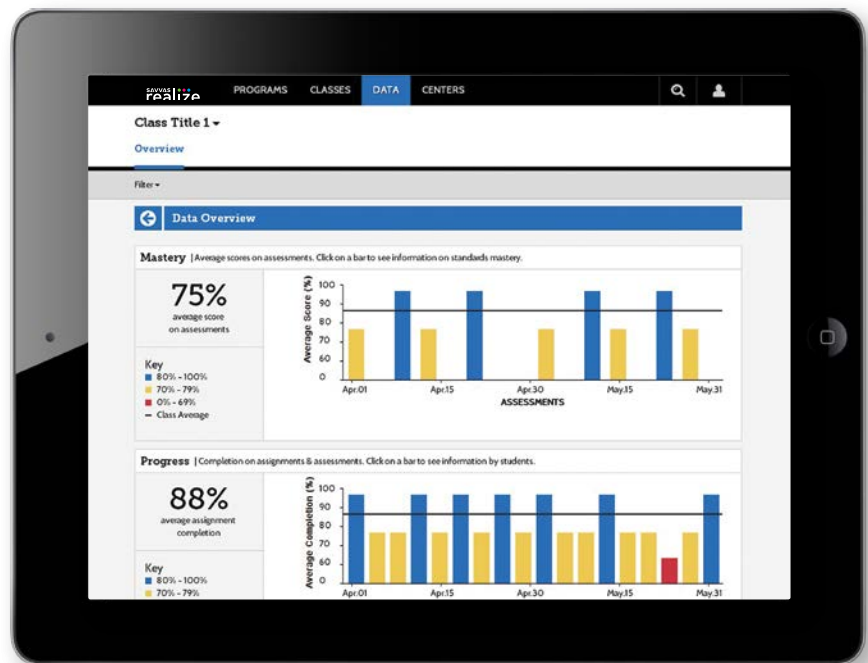
Track Mastery

Use data to guide instruction by seeing immediately how classes and individual students are progressing toward mastery.

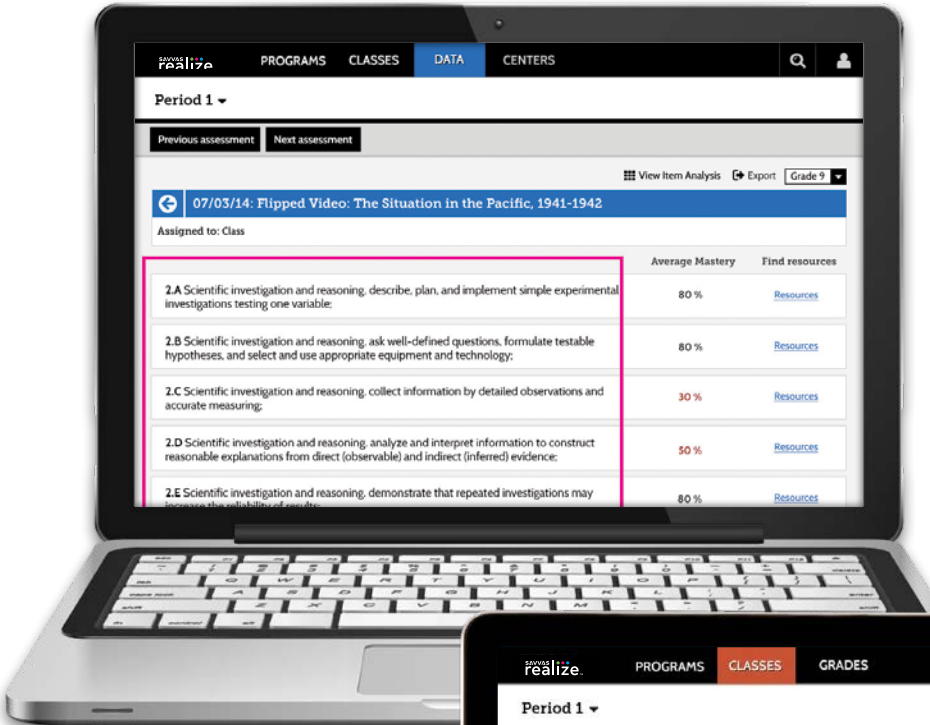
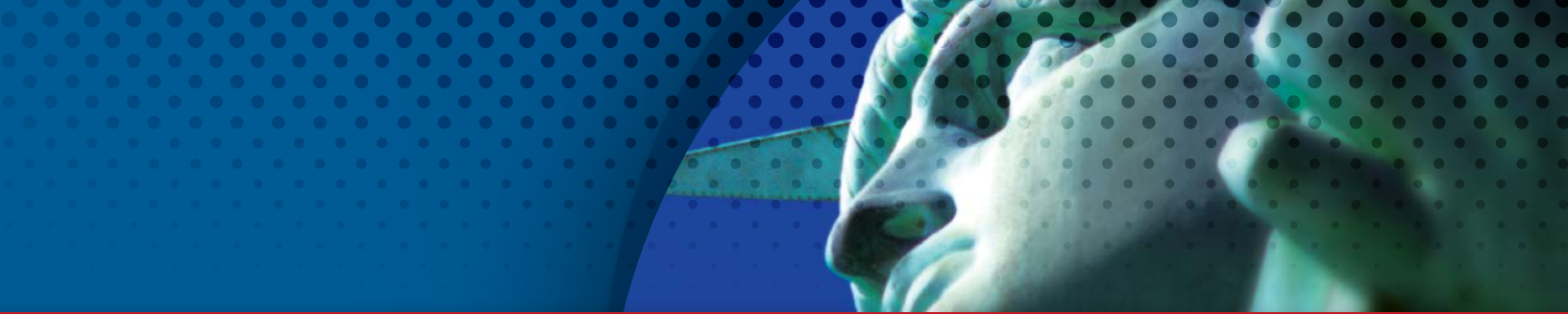
Visual dashboard of progress

Realize generates data to monitor progress and inform instruction:

- Check progress after lessons and chapters
- In-depth, real-time reporting
- Anytime access to detailed information on student mastery, progress, and usage
- Automatic remediation to support struggling students
- Monitor time spent on online assignments and tests



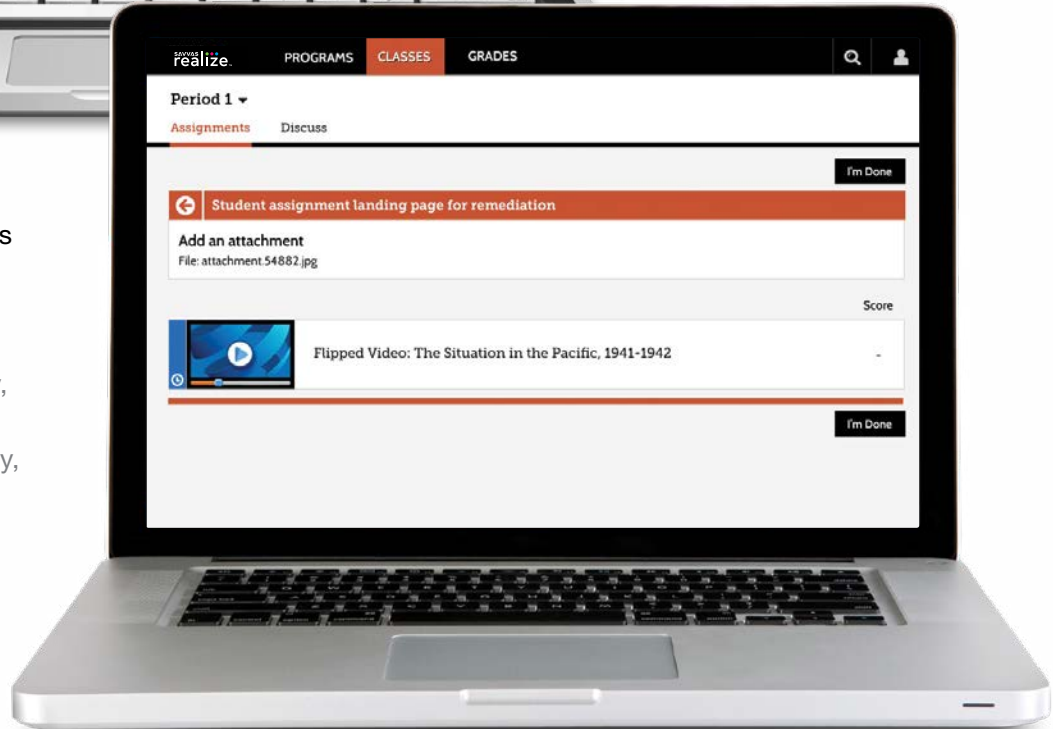
Notes: _____



Access personalized class data instantly

Links to additional resources and content help you support individual students who are struggling to understand concepts.

Address individual students easily by using the Realize system. As each student completes assignments and assessments, mastery, progress, and usage data are generated automatically, and you can give access to immediate remediation and enrichment.



For Students

Reimagine Learning for Your Students

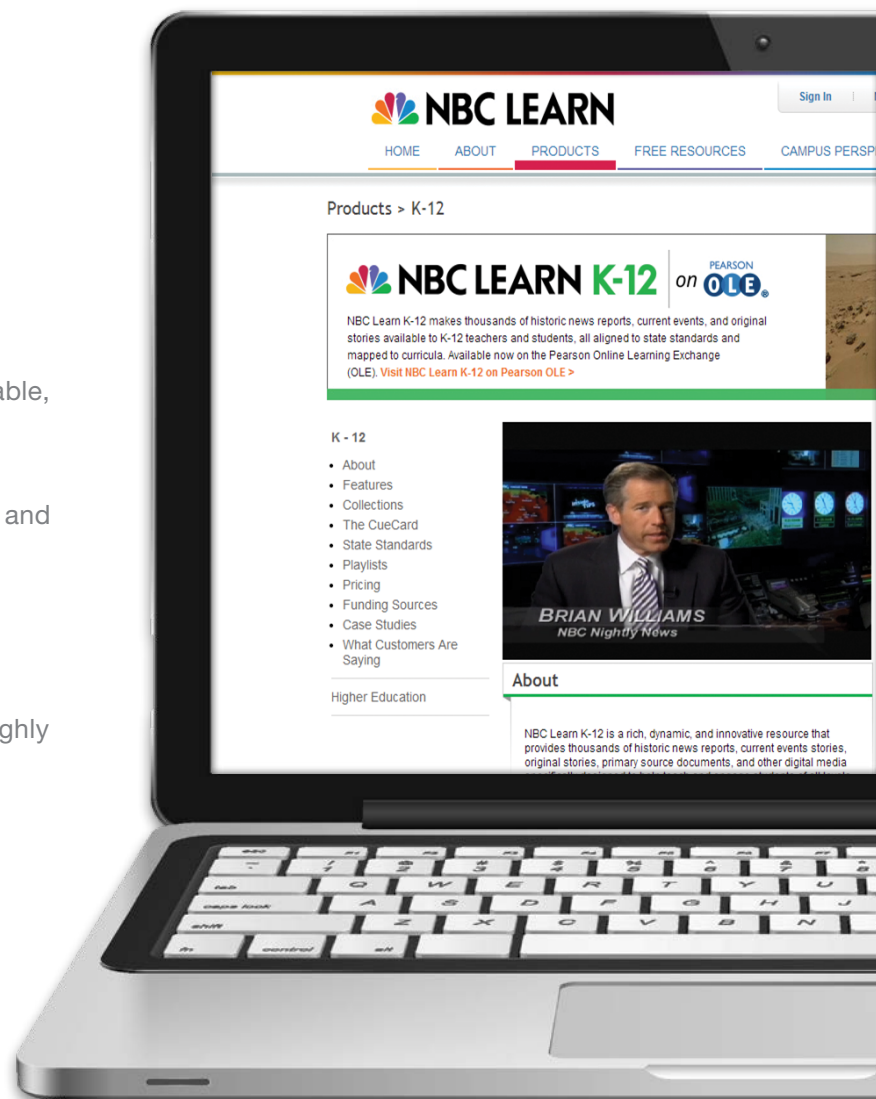
Prepare every student for college, career, and citizenship with this 21st century Social Studies program. Partner with the best educational resources to reimagine learning today.

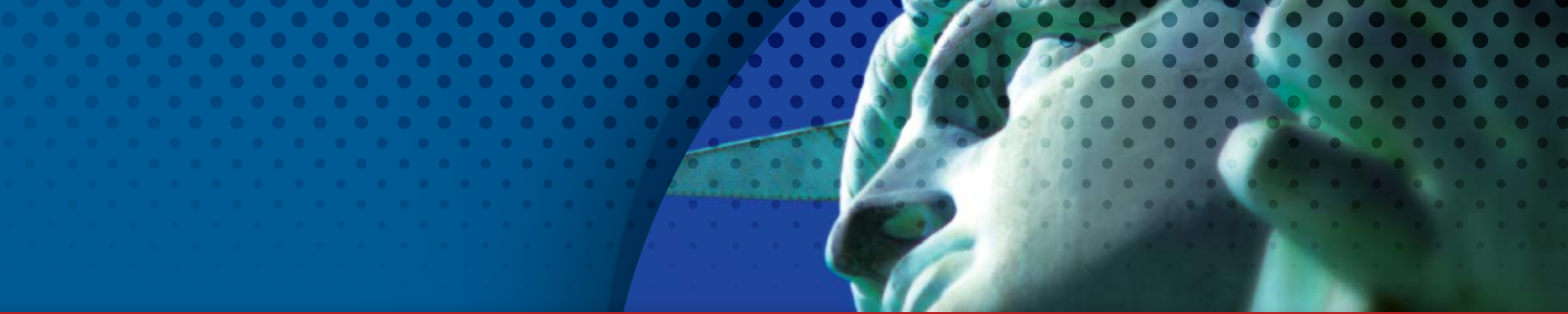
Realize Results with these Student Resources

- **Student Digital Course** allows each student to read text, get assignments, submit answers, take quizzes and tests, and get instant feedback on mastery with remediation and enrichment.
- **Student Text** provides the narrative text, practice, and assessment in a highly readable, magazine-like design.
- **eText** provides an electronic version of the student text with note-taking, highlighting, and reading support including audio.

NBC Learn brings the world into your classroom!

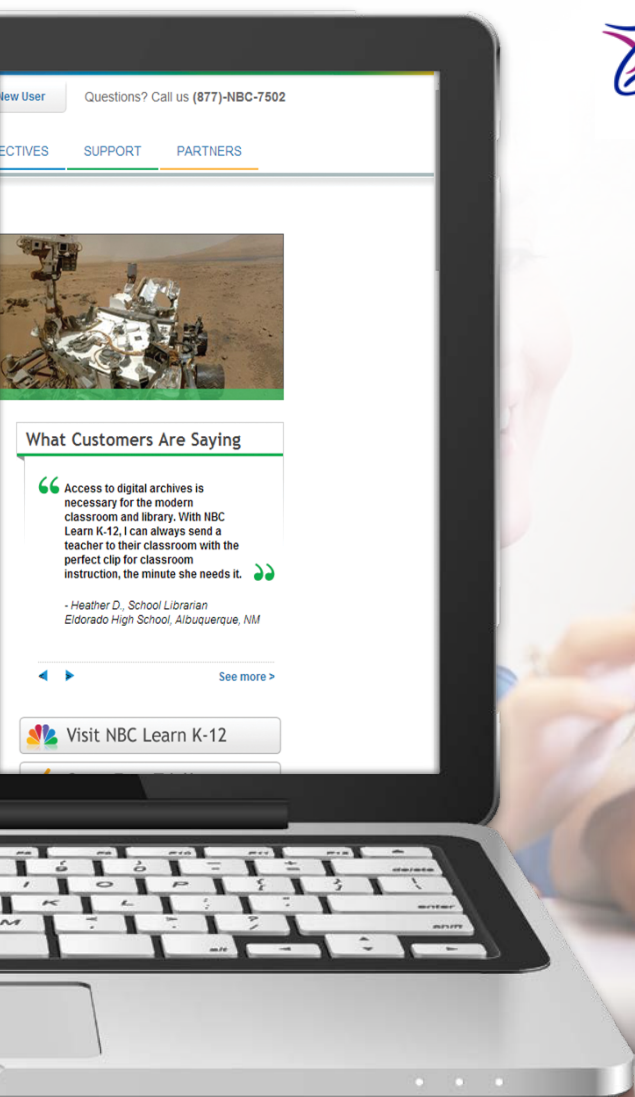
Search and integrate over 16,000 additional highly engaging videos into your course on Realize. Get up-to-date news and current events.





Buck Institute, Constitutional Rights Foundation, and Savvas make inquiry easy.

Step-by-step support in three different forms of inquiry: Project-Based Learning team project, Document-Based Question individual writing assignment, or Civic Discussion exercise.



For Teachers

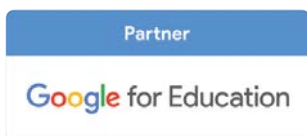
Reimagine Teaching for You

Created in collaboration with educators and students, this program provides comprehensive support for teaching and learning social studies.

Stay current throughout the lifetime of the adoption. Search by standard or keyword to find the latest and most appropriate educational materials.

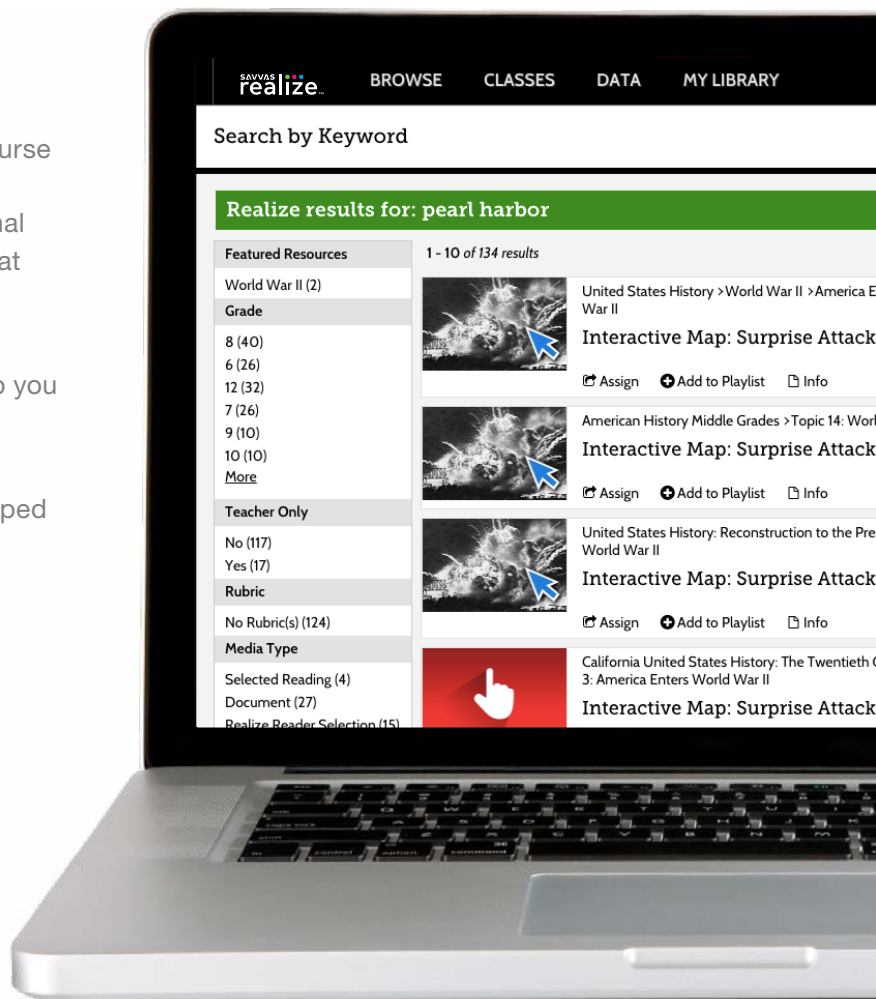
Realize Results with these Teacher Resources

- **Teacher Digital Course** offers complete course content and Teaching Support with lesson suggestions, blackline masters, professional development videos, and other resources at point-of-use in Realize.
- **Teacher's Edition** pairs suggestions with preview images of digital resources to help you plan and teach the course.
- **Resources DVD-ROM** contains offline versions of the interactive features and flipped videos found on the Digital Course.
- **ExamView Test Bank CD-ROM** provides ready-made tests and makes it easy to create customized tests.



Google™ Integration

Sharing content, assessments, and rosters is now easier than ever when working with both Savvas Realize™ and Google G Suite for Education.





Comprehensive Teacher Support

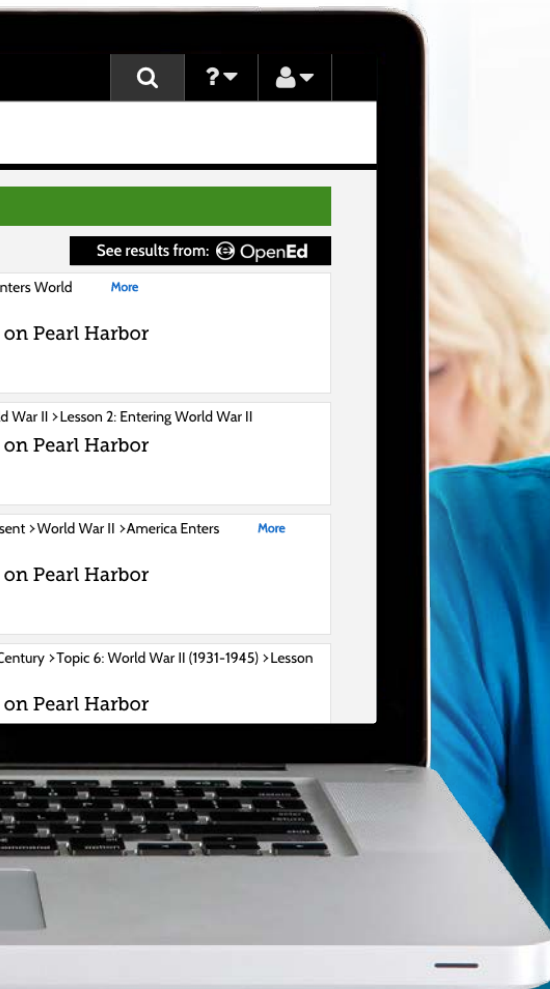
Your choice of 2 formats:



Teacher's Edition

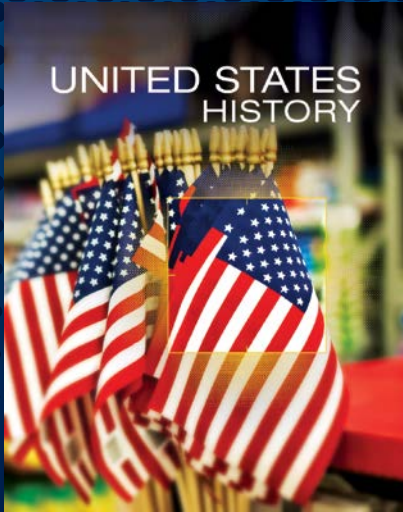


Teacher Support
in Realize



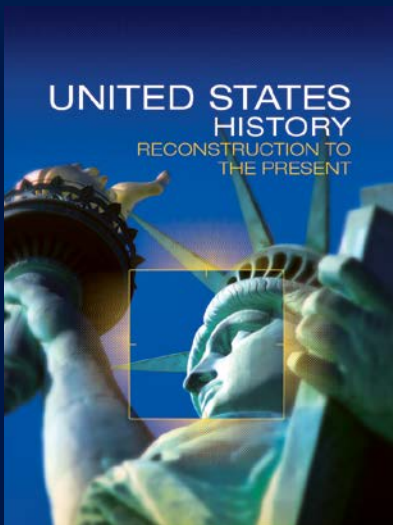
Savvas Social Studies

Social Studies Reimagined!



United States History Survey

- Topic 1: Beginnings of a New Nation (Prehistory–1783)
- Topic 2: England's American Colonies (1607–1754)
- Topic 3: The American Revolution (1754–1783)
- Topic 4: Establishing the New Nation (1781–1789)
- Topic 5: The Early Republic (1789–1855)
- Topic 6: Reshaping America in the Early 1800s (1800–1860)
- Topic 7: Sectional Divisions and Civil War (1846–1865)
- Topic 8: Reconstruction (1865–1877)
- Topic 9: Industry and Immigration (1865–1914)
- Topic 10: Challenges in the Late 1800s (1865–1914)
- Topic 11: America Comes of Age (1890–1920)
- Topic 12: World War I and the 1920s (1914–1929)
- Topic 13: The Great Depression and the New Deal (1928–1941)
- Topic 14: World War II (1931–1945)
- Topic 15: Postwar America (1945–1960)
- Topic 16: Civil Rights and Reform in the 1960s (1945–1968)
- Topic 17: The Vietnam War Era (1954–1975)
- Topic 18: An Era of Changes (1960–1980)
- Topic 19: America in the 1980s and 1990s (1980–1999)
- Topic 20: America in the Twenty-First Century (2000–Today)



United States History: Reconstruction To The Present

- Review Topic: Connecting With Past Learnings (1492–1865)
- Topic 1: Reconstruction (1865–1877)
- Topic 2: Industry and Immigration (1865–1914)
- Topic 3: Challenges in the Late 1800s (1865–1914)
- Topic 4: America Comes of Age (1890–1920)
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