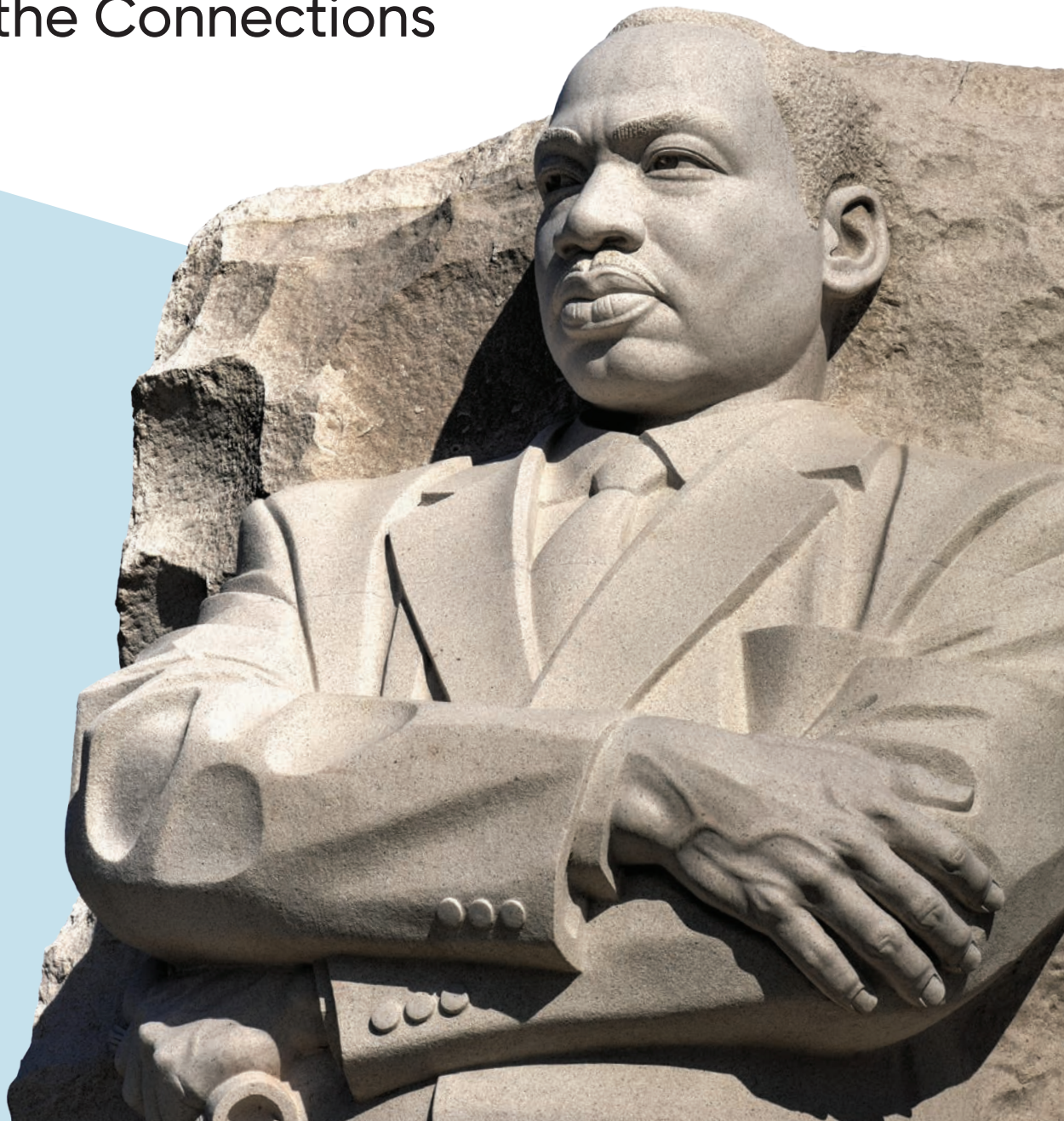


MIDDLE SCHOOL



HMH Social Studies

Uncover the Connections





Uncover the Connections

HMH Social Studies World Civilizations, *HMH Social Studies World Geography*, and *HMH Social Studies United States History* ask students to uncover the connections and inspire them to look beneath the surface—to identify relationships, note influences, and introduce ideas that challenge assumptions.

The next generation of social studies offers flexible programs that foster students' curiosity and cultivate their analytical skills to succeed in college, career, and civic life.



HMH Social Studies

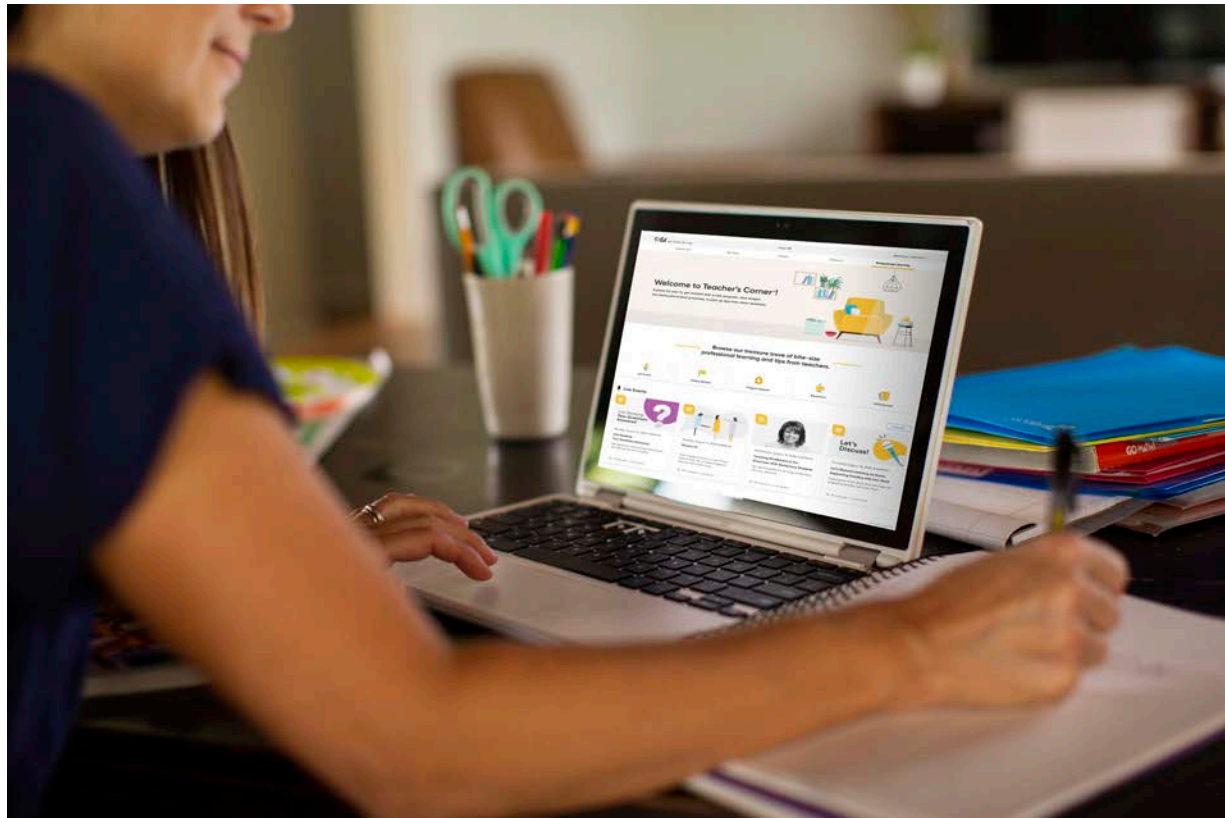
By delivering compelling narratives enriched with HISTORY® streaming videos and interactive graphics, maps, and games, we're connecting students to social studies through experiences that are energizing, inspiring, and memorable.

Digital tools and instructional supports challenge students to approach history through **active inquiry** and connect content, interest, and their curiosity to uncover connections to the past.



Introducing Teacher's Corner

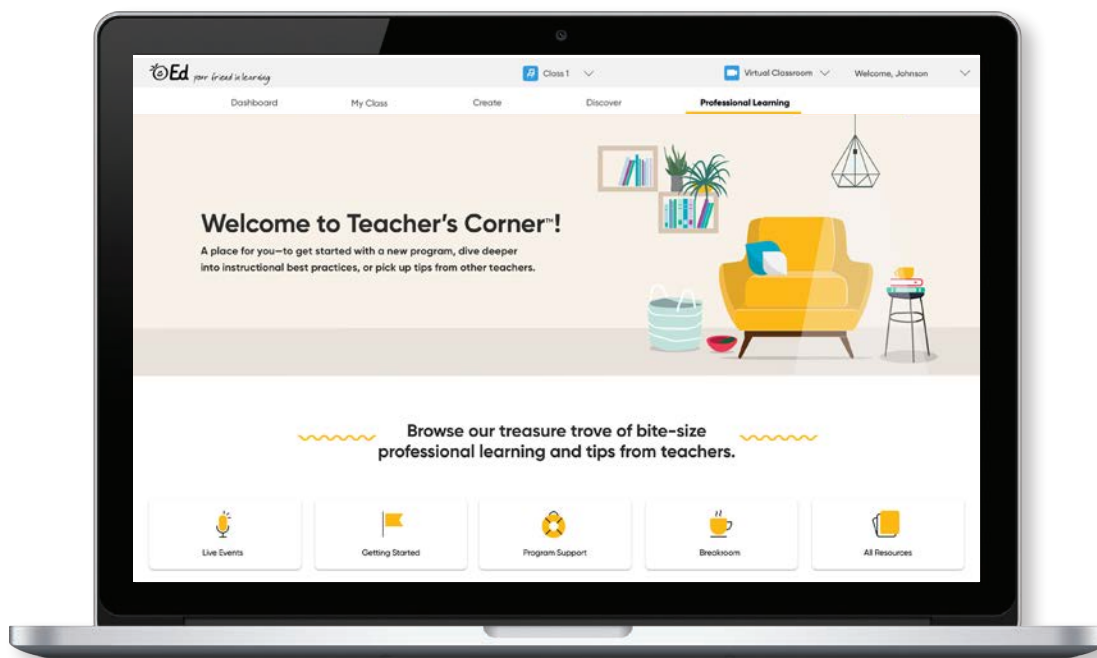
Social studies professional learning, delivered by Literacy Solutions®, supports you with connected and continuous professional learning to help you get started and implement your *HMH Social Studies* program successfully. Together, we help create meaningful learning experiences to prepare students for college, career, and civic life.



Welcome to Teacher's Corner— A Place Just for You.

We want you to feel confident teaching with our programs—and that comes with ongoing support. Teacher's Corner™ gives you the support you want with an ever-growing library of professional learning resources from live event webinars to tips from others teacher and our team of experienced coaches.

So whether you want to quickly prep for a lesson or invest time in your professional growth, we have trusted resources to enhance your instruction and classroom tomorrow.



On Demand, But Not One-Size-Fits All

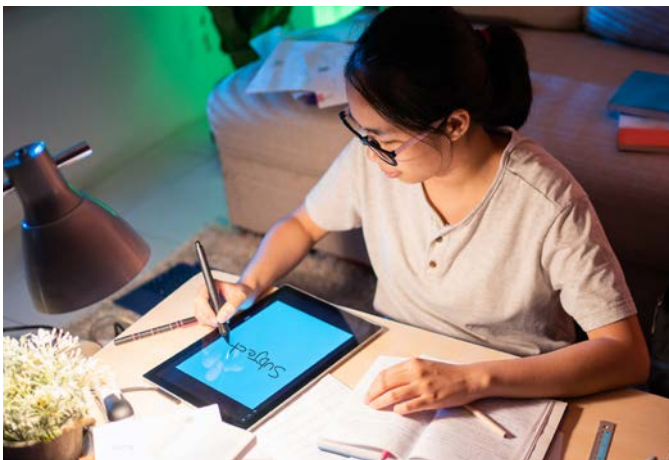
Teachers have the choice of bite-size professional learning resources that were designed to help you get ready to teach *HMH Social Studies*. With dedicated 24/7 support we are here to help prepare you for tomorrow's instruction. We empower teachers with the information they need to choose what's right for them and offer a variety of media types, duration time, and authors.

Curated, Trusted Content

There's no shortage of free resources online, but with Teacher's Corner, professional learning and instructional recommendations align to research-based practices. Hear from prominent thought leaders, experienced coaches and former teachers, and practicing teachers.

Relevant and Ready for Tomorrow's Instruction

Teacher's Corner includes authentic classroom videos and articles from teachers who are currently teaching with HMH® programs. The number one teacher-requested resource, these videos will build teacher confidence and share how the programs can be tailored to each classroom's unique needs.

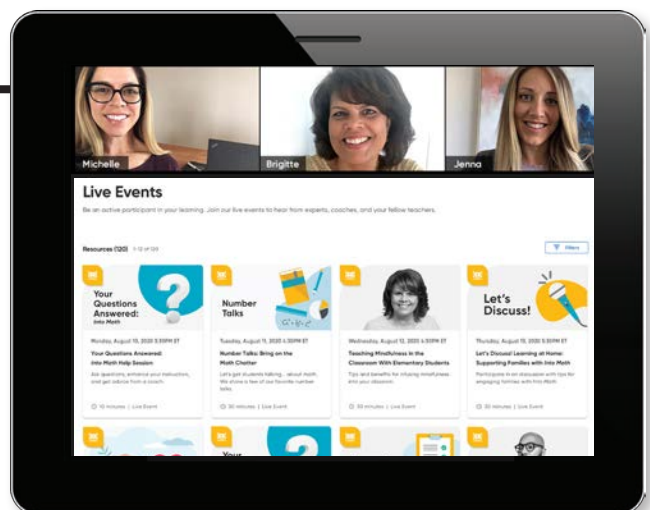


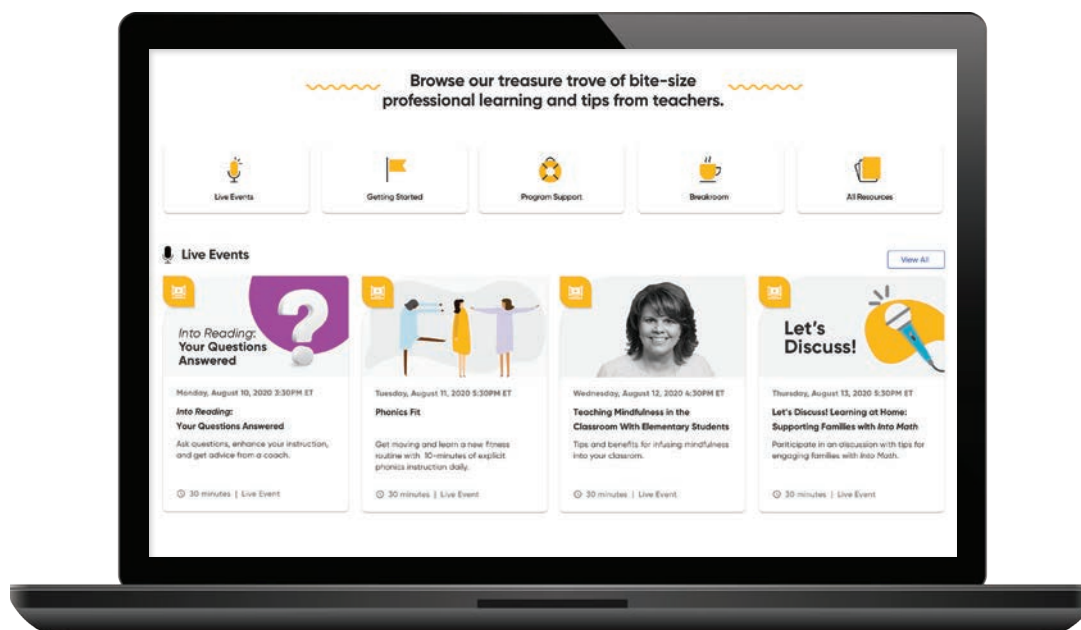
Getting Started

Build teacher confidence with *HMH Social Studies* resources focused on setting up the learning environment, pacing and prioritizing instruction, and more.

Live Community Support

Whether they have a question or want implementation advice, our Live Events offer teachers opportunities to connect with HMH coaches and each other. Teachers can register for these online sessions that feature everything from groundbreaking new author research to group discussions facilitated by other teachers.

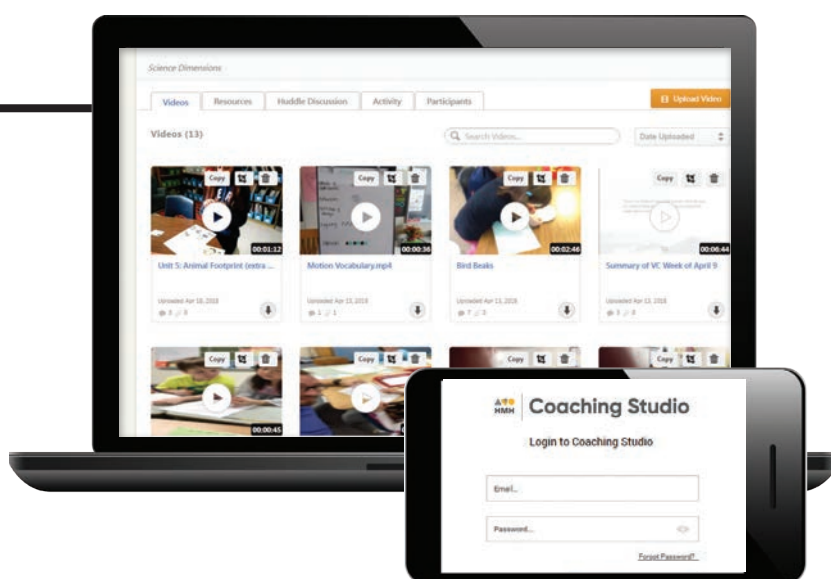




Extend Your Professional Learning

Whether you are interested in focusing on instructional best practices, deepening your *HMH Social Studies* knowledge at each grade level, or closing the achievement gap, social studies professional learning, delivered by Literacy Solutions, can provide the support you need to grow your practice with online coaching, courses, and professional learning communities.

Award-winning **HMH Coaching Studio** platform allows you to stay connected with your coach and your colleagues, share and upload resources, and access a library of on-demand lesson-modeling videos.

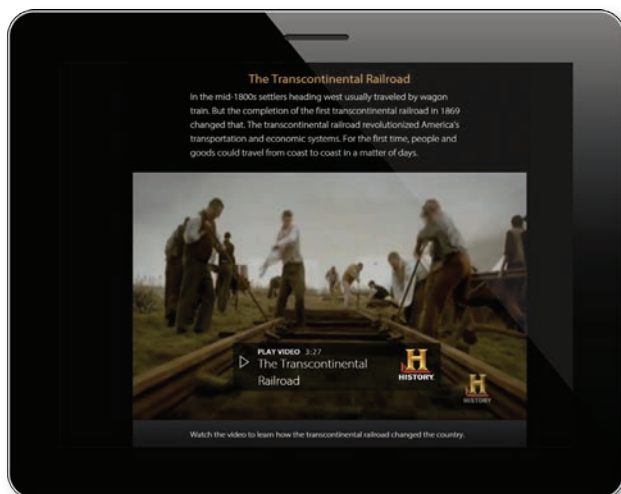


Connecting Your Students to the **Story** in **History**

It's all about content with context. Your students learn best when quality narrative is blended with media, audio, and visuals for an immersive experience. *HMH Social Studies* provides relevant content to encourage the "Aha!" moments in your classroom.

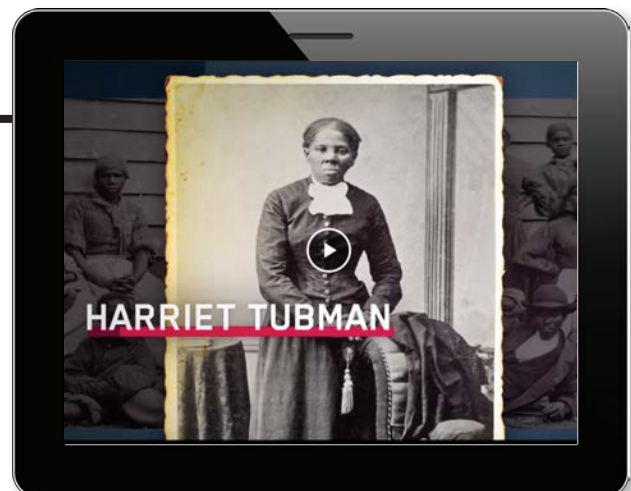
"If history were taught in the form of stories, it would never be forgotten."

RUDYARD KIPLING

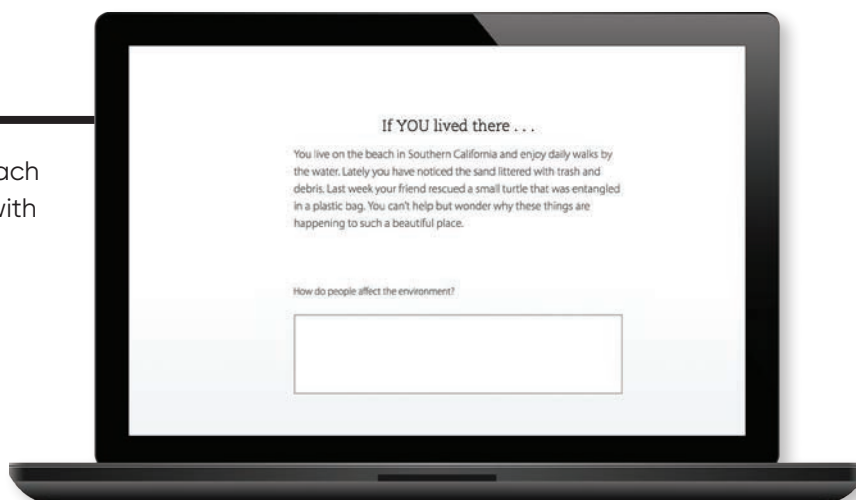


HISTORY videos bring content to life through primary source footage, dramatic storytelling, and expert testimonials.

HISTORY Shorts videos explore the extraordinary history behind inspiring people, places, and events, from the Continental Army to the Harlem Hellfighters, the Statue of Liberty to space flight. These are unexpected tales from history you didn't know you needed to know.

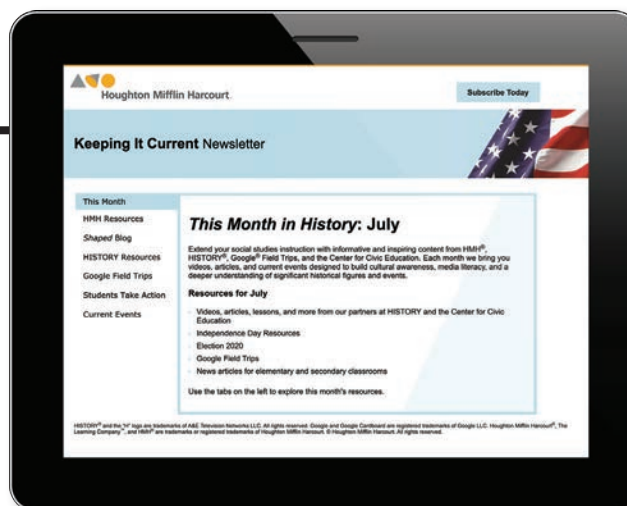


Lesson Introductions introduce each section and challenge students with a provocative question designed to make the study of history and geography relevant to students.



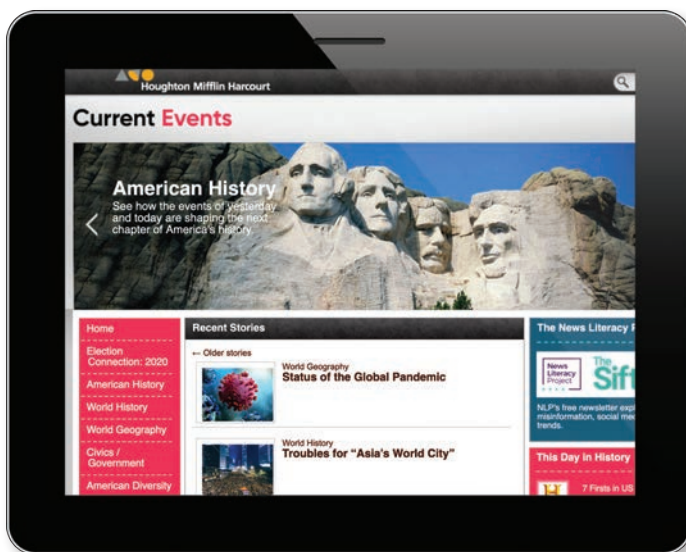
The **United States Holocaust Memorial Museum Resources for Educators** provides resources tailored for classroom use—films, lesson plans, and curricular materials. In addition, there is guidance on sound teaching strategies and information about professional development opportunities.

Keeping It Current provides free high-quality content each month, such as standards-based videos, lesson plans, blogs with downloadable resources, connections to current events, and more.



Engaging Students with Currency and Relevancy

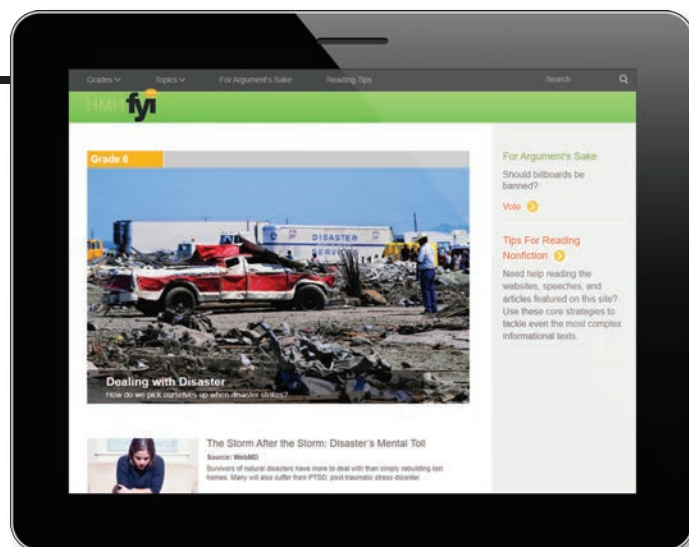
It's now easier than ever for students to make sense of current events with vetted, high-interest news articles written just for them.



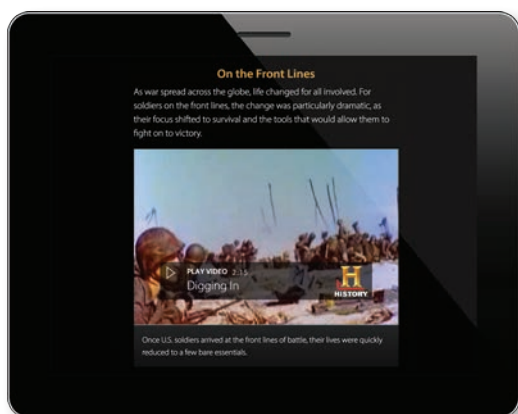
HMH Current Events

provides trustworthy articles on today's news to connect the students to current events.

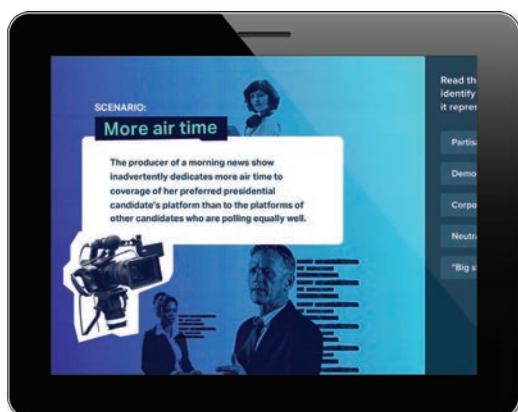
HMHfyi provides text and sources for research and extended reading on social studies topics.



Partners



HISTORY is the leading destination for award-winning series and specials that connect viewers with history in an informative, immersive, and entertaining manner across all platforms. HISTORY has a long-standing record in providing teachers and students with curriculum resources that bring the past to life in the classroom. The network's content covers a diverse variety of subjects, including American and world history, government, and economics. The HISTORY website is located at history.com.



News Literacy Project ignites student engagement with currency and higher-order thinking that tie to students' lives.

Checkology®: NLP's Checkology virtual classroom is a browser-based platform that empowers educators to teach students how to sort fact from fiction and discern what information to trust, share, and act on.

The Sift: NLP's free newsletter explores timely examples of misinformation, social media activity, and news literacy trends.



As a Google® content partner, HMH has developed Field Trips for **Google Expeditions**. Using a simple virtual reality viewer and a smartphone, students are swept away into immersive virtual worlds where learning and engagement are maximized. These virtual field trips are 3D, 360-degree experiences in fascinating locations, directly tied to content! A Teacher Guide provides ideas for incorporating virtual field trips into your lessons, as well as tips on how to guide and customize the experience.

You'll Promote Inquiry and Active Learning

Teaching students to think critically can be challenging. With this goal in mind, *HMH Social Studies* gives you the tools you need so students learn how to analyze primary sources like a historian and complete evidence-based writing tasks.

DOCUMENT-BASED INVESTIGATION HISTORICAL SOURCE

Meriwether Lewis's Journal Entry

While traveling across the Great Plains, Meriwether Lewis marveled at the richness of the land.


"The shortness... of grass gave the plain the appearance throughout its whole extent of beautiful lowering-green in fine order... this scenery, already rich, pleasing and beautiful was still further heightened by immense herds of Buffalo, deer Elk and Antelopes which we saw in every direction feeding on the hills and plains. I do not think I exaggerate when I estimate the number of Buffalo which could be comprehended at one view to amount to 3000."

— quoted in *Original Journals of the Lewis and Clark* edited by Reuben Bass Thwaites

DOCUMENT-BASED INVESTIGATION HISTORICAL SOURCE

A Wild West Dime Novel


At the beginning of the twentieth century, the dime novel was required reading for many Americans who were fascinated by the Wild West. The dime novel pictured here tells of the adventures of Stella, the girl range rider.



Analyze Visuals

Visuals are information sources that deliver content mainly through images rather than words. They can be primary sources or secondary sources. Photographs, fine art, advertisements, posters, illustrations, and cartoons are all examples of visuals. Historians use visuals to learn about the past.

Use these strategies to analyze visuals.




- 1 Identify the subject.
Who or what does the visual show?
- 2 Examine the details.
Identify the type of visual. Photographs usually record actual historical events, while fine art is created after the events have occurred or may even be fictional. Look closely at the details in the visual and think about what they show. Why were they included? What was left out?
- 3 Place the source in historical context.
Analyze the significance and meaning of the visual. What does it teach us? What biases or distortions?


DOCUMENT-BASED INVESTIGATION HISTORICAL SOURCE

Battle of the Little Bighorn

Art historians have identified about 1,000 paintings and drawings of the Battle of the Little Bighorn.

This colored-pencil drawing, from around 1900, is one of many drawings of the battle by Sioux artist Amos Bad Heart Bull. He based his drawings on the stories of Sioux warriors who took part in the battle.



Need help with visuals? 

Embedded Skills Support helps students tackle challenging social studies skills.

End-of-Module DBI Performance Tasks ask students to summarize the evidence drawn from module text.

Document-Based Investigations in every lesson build to end-of-module DBI performance tasks.

Part 1: Short Answer

10 HMH Social Studies

Essential Questions spark curiosity, guide instruction, and ask students to apply knowledge through writing tasks.

DOCUMENT-BASED INVESTIGATION HISTORICAL SOURCE

Letter from the Plains, 1863

In a letter to her family in Norway, immigrant Gro Svendsen describes her new life as a farmer on the plains of Iowa.

"I remember I used to wonder when I heard that it would be impossible to keep the milk here as we did at home. Now I have learned that it is indeed impossible because of the heat here in the summertime . . . It's difficult, too, to preserve the butter. One must pour brine [salt water] over it or salt it. The thunderstorms are so violent that one might think it was the end of the world . . . Quite often the lightning strikes down both cattle and people, damages property, and splinters sturdy oak trees into many pieces."

—Gro Svendsen
from *Fjordland Mother: The Letters of Gro Svendsen*

Need help with primary sources?

Westward Expansion



Wagon trains carried hundreds of thousands of settlers across the Great Plains.

Essential Question

Was the United States truly destined to expand west in the 1800s?

In the 1800s hundreds of thousands of settlers crossed the Great Plains and headed west. They went to explore and claim new land, and establish farms and communities. Over time, many came to believe it was the destiny of the United States to expand west and acquire more land for its growing population.

In this module, look for evidence of key events in the history of the United States. Note the key people, places, and turning points that resulted in the westward expansion. **When you are done, you may be asked to write a persuasive essay answering the Essential Question for this module.**

Essential Question-Writing

In this module you've learned about what changes occurred in the American West during the 19th century. Now it's your turn to demonstrate your understanding of the module content by writing an essay.

Was the United States truly destined to expand west in the 1800s?

Write a persuasive essay answering this question. Your essay should include key people, events, and turning points in the westward expansion of the country. Be sure to cite evidence to support your position and organize your essay into an introduction, body, and conclusion.

Task

Each principal Allied and Axis nation experienced total war in ways that greatly impacted both personnel on the battlefield and their civilian populations. Write an essay in which you compare and contrast the ways that the total war approach defined each Allied and Axis nation during World War II.

Complete the following steps as you plan and compose your essay.

Module 22 Document-Based Investigation

Part 2: Write a Compare and Contrast Essay

Historical Context
World War II continued and expanded the impact of total war initiated in World War I. In total war, entire national economies were devoted toward the war effort, and governments implemented rationing, censorship, and propaganda. The use of nuclear weapons in 1945 resulted in unprecedented destruction and loss of life. The war also led to the relocation of Japanese-Americans to internment camps and the atomic bombing of Hiroshima and Nagasaki.

Task
Each principal Allied and Axis nation experienced total war in ways that greatly impacted both personnel on the battlefield and their civilian populations. Write an essay in which you compare and contrast the ways that the total war approach defined each Allied and Axis nation during World War II.

- Complete the following steps as you plan and compose your essay.
1. Review your notes and sources before you start writing.
 2. Use at least three of the sources in Part 1, and develop the topic, with relevant, and choose evidence from the documents.
 3. Cite specific evidence from each of the three sources in your response.
 4. Plan your essay so that it includes an introduction, several body paragraphs, and a concluding paragraph.
 5. Organize your essay in a clear and logical way that highlights comparisons and contrasts.

Part 2: Performance Task

Multimedia Analysis at Your Fingertips

You no longer have to search for powerful videos, maps, primary sources, and virtual field trips. *HMH Social Studies* provides you with an integrated design so all resources and lesson plans are just a click away at point of instruction.



HISTORY's Multimedia Connections

provide in-depth coverage of key concepts brought to life in the Interactive Online Edition. They extend and enrich the content with additional videos, primary sources, maps, and CGI films.

An Ancient Document

A rectangular area, three hundred yards in breadth by four hundred and fifty in length, presents a plain at the base of the highest mountain forming the ridge, and in the centre is situated the largest of these structures which has been as yet discovered: it stands on a mound twenty yards high, and is surrounded by the other edifices, namely: five to the northward, four to the southward, one to the southwest, and three to the eastward. In all directions, the fragments of other fallen buildings are to be seen extending along the mountain, that stretches east and west about three or four leagues either way, so that the whole range may be computed to extend between seven and eight leagues, but its breadth is by no means equal to its length, being little more than half a league wide at the point, where the ruins terminate, which is towards the river Micol, that winds round the base of the mountain, whence descend small streams that wash the foundation of the ruins on their banks, so that, were it not for the thick umbrageous foliage of the trees, they would present to the view so many beautiful serpentine rivulets.

It might be inferred that this people had had some analogy to, and intercourse with the Romans, from a similarity in the choice of situation, as well as from a subterranean stone aqueduct of great solidity and durability which passes under the largest building.

I do not take upon myself to assert that these conquerors did actually land in this country, but there is reasonable ground for hazarding a conjecture that some inhabitants of that polished nation did visit these regions; and that, from such intercourse, the natives might have imbibed, during their stay, an idea of the arts, as a reward for their hospitality.

In 1787, a soldier named Antonio del Rio was assigned by the Spanish crown to lead an excavation of Maya ruins in Guatemala. Del Rio reported his findings in a letter written to Don Jose Estacheria, Governor and Commandant General of Guatemala. Thirty-five years later, London publisher Henry Berthoud published the account. This is an excerpt from that text in which del Rio describes ruins discovered in a province southwest of Palenque.

Beginnings of Maya Life



Native Americans, likely ancestors of men and women who first arrived in the hemisphere tens of thousands of years ago. The Maya civilization itself was in the areas now encompassing parts of Mexico and Central America as early as 10,000 years ago. Most Maya were corn farmers and this foodstuff played an enormous role in their life and religion. According to Maya belief, the gods created humans from corn, blood, and bone. Their relationship to the crop was, therefore, profound. Corn, a staple food source and mystical essence, was the sustenance of life. Hundreds of years later, the apex of the Maya civilization, corn still occupies a central position in their lives. In fact, many descendants of the Maya remain maize farmers and continue to do so with great reverence.

HMH Judicial Inquiries: Interactive Supreme Court Case Studies promote critical viewing, source analysis, and writing about Supreme Court cases that impact teens (*United States History only*).

Free Speech in Public Schools



From Stettin in the Baltic to Trieste in the Adriatic, an iron curtain has descended across the continent. Behind that line lie all the capitals of the ancient states of Central and Eastern Europe. . . . All these famous cities and the populations around them lie in the Soviet sphere and all are subject in one form or another, not only to Soviet influence but to a very high and increasing measure of control from Moscow.

Joseph Stalin headed the Communist Party and was premier of the U.S.S.R.

Close Read Screencasts model an analytical conversation about critical historical content and primary sources.

Providing Choice for Your Students

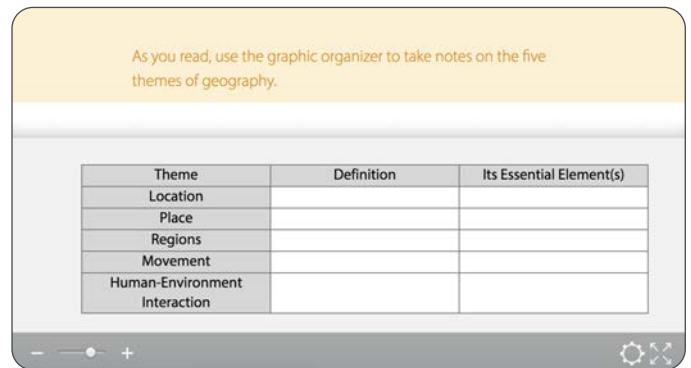
You put the learning in your students' hands. Lessons and activities in *HMH Social Studies* are presented in a variety of ways to give you and your students options for how to examine content and important social studies concepts.



Need help with visuals? ✓



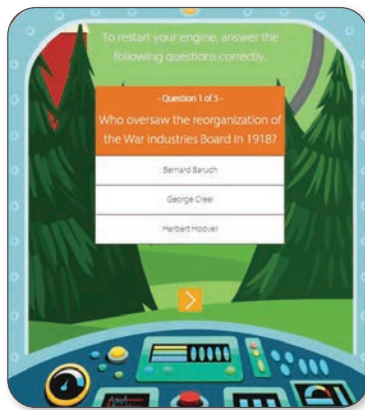
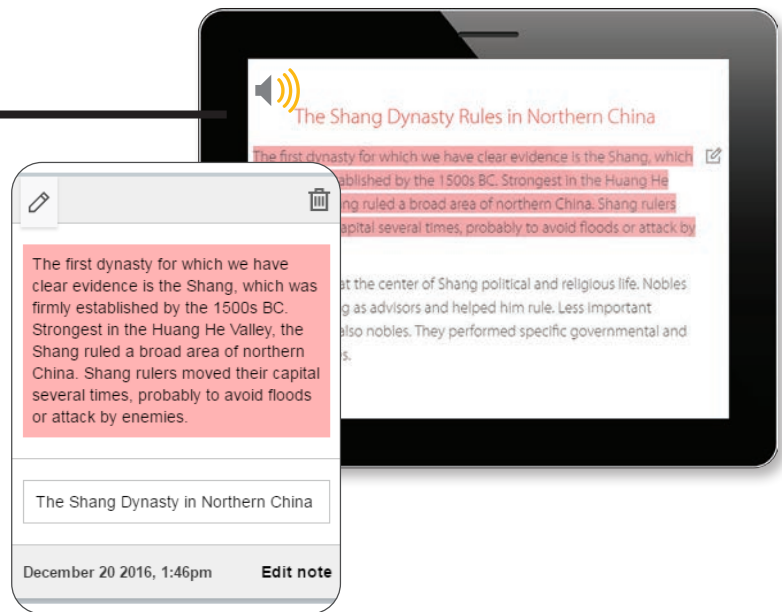
Point-of-use support provides skills instruction on how to draw knowledge from and interpret each element from a map or a graphic.



Interactive Lesson Graphic Organizers help students process, summarize, and keep track of their learning for end-of-module performance tasks.

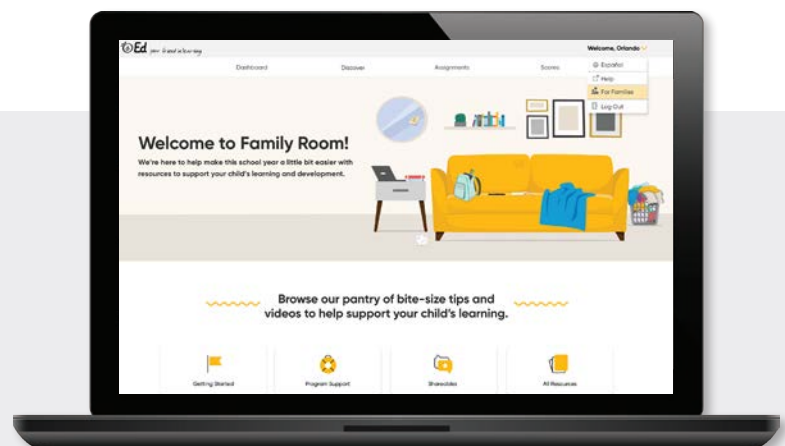
Full-text audio provides support for struggling readers and auditory learners.

Notes gives students the opportunity to take notes while reading the text. They can easily access them for review later to ensure comprehension.



Interactive Features, Maps, and Games, at point of instruction in the Online Student Edition, provide quick, entertaining activities and assessments that present important content in a fun way.

Family Room provides bite-size tips and videos to help families and caregivers engage their children at home.



Supporting Learners the Way You Want

With *HMH Social Studies*, you'll have numerous differentiated instruction and assessment opportunities to ensure that every student has a clear path to success.

Lesson Assessment: The Human World, Lesson 4
ID: L_be16744a-3afe-42af-a18a-970c13943cdb_a761a25a-7064-41c3-8b0e-c61f05c386d0

Farming

Farming is one of the best examples of human-environment interaction. Over time, people across the globe have developed farming practices to grow food under specific environmental conditions. Most notably, farming is affected by climate, vegetation, and soil conditions. Moreover, with these practices, people refashion the land, leaving their mark on the environment as they make the most of natural resources. For example, the ancient Inca of Peru created farmland by using a method called terraced farming. They carved steps into steep hillsides to create flat land for growing crops. In thickly forested areas, such as the Amazon rain forest, farmers developed slash-and-burn agriculture. Using this technique, farmers cut down trees and plants with knives and machetes. Then they burn the fallen trees to clear land for farming. After a few years, when the soil's nutrients have been used up, farmers move to a new area. Today, in dry regions of the United States, farmers use a technique called center-pivot irrigation, which uses a sprinkler system in the center of a large, circular field. The long arms of the sprinkler circle over the field to water crops.

Drag the answer choice into the box to complete the sentence correctly.

The ancient Inca overcame the difficulties of farming in hilly areas by

☐ moving often ☐ carving terraces

☐ using center-pivot irrigation

☐ developing slash-and-burn agriculture

Lesson Assessment: The Human World, Lesson 4
ID: L_be16744a-3afe-42af-a18a-970c13943cdb_a761a25a-7064-41c3-8b0e-c61f05c386d0

How did the ancient Inca of Peru practice farming?

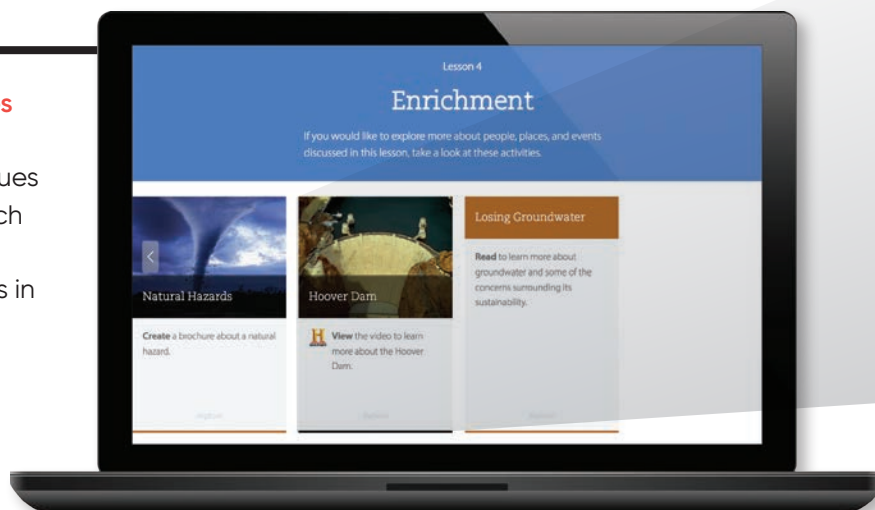
- ☐ They moved periodically in search of fertile soil.
- ☐ They used center-pivot irrigation to water crops.
- ☐ They developed a slash-and-burn method to clear land.
- ☐ They carved terraces into steep hillsides to create flat land.

▶ 🔊


Lesson-Level Assessments serve to inform instruction rather than simply assign grades to students. If students miss a question, the system gives them the option to pause, review instructional material, and then go back to their work. Teachers can further guide this process through reports on their students' performance, tied to standards and curriculum, to provide personalized intervention.

Enrichment Activities

at the end of every lesson provide avenues for students to stretch their curiosity and explore select topics in greater depth.



Hoover Dam

 **View** the video to learn more about the Hoover Dam.

explore

Name _____ Class _____ Date _____

Westward Expansion

Lesson 1

MAIN IDEAS

1. As American settlers moved west, control of the Mississippi River became more important to the United States.
2. Expeditions led by Lewis, Clark, and Frémont increased Americans' understanding of the West.
3. During the early 1800s, Americans moved west of the Rocky Mountains to settle and trade.
4. Families moved into the far west and established thriving communities.

Key Terms and People

Daniel Boone guide who was first to lead settlers beyond the Appalachians; cut a road west

Louisiana Purchase the purchase of Louisiana from France for \$15 million, which roughly doubled the size of the United States

Meriwether Lewis a former army captain chosen by President Thomas Jefferson to lead an expedition to explore the West

William Clark co-leader of the western expedition

Lewis and Clark expedition a long journey to explore the Louisiana Purchase

Sacagawea a Shoshone who helped the Lewis and Clark expedition by naming plants and gathering edible fruits and vegetables for the group

Zebulon Pike an explorer of the West who reached the summit of the mountain now known as Pike's Peak

John C. Frémont led an expedition to the Rocky Mountains in 1842 and wrote a report of his journey that became a guide for future travelers to the West

mountain men fur traders and trappers who traveled to the Rocky Mountains and the Pacific Northwest in the early 1800s

John Jacob Astor owner of the American Fur Company who founded the first important settlement in Oregon Country in 1811

Oregon Trail the main route from the Mississippi River to the West Coast in the early 1800s

Santa Fe Trail the route from Independence, Missouri, to Santa Fe, New Mexico

Mormons members of a religious group, formally known as the Church of Jesus Christ of Latter-day Saints, who moved west during the 1830s and 1840s

Brigham Young Mormon leader who chose Utah as the group's new home

© Houghton Mifflin Harcourt Publishing Company

131 Guided Reading Workbook

Name/Nombre _____ Class/Clase _____ Date/Fecha _____

Westward Expansion/La expansión hacia el Oeste

Lesson/Lección 1

MAIN IDEAS/IDEAS PRINCIPALES

1. As American settlers moved west, control of the Mississippi River became more important to the United States. A medida que los colonos estadounidenses se mudaban al Oeste, el control del río Mississippi adquirió mayor importancia para Estados Unidos.
2. Expeditions led by Lewis, Clark, and Frémont increased Americans' understanding of the West. Las expediciones conducidas por Lewis, Clark y Frémont dieron más información acerca del Oeste a los estadounidenses.
3. During the early 1800s, Americans moved west of the Rocky Mountains to settle and trade. A principios del siglo xx, muchos estadounidenses se mudaron al oeste de las montañas Rocallosas para vivir y comerciar.
4. Families moved into the far west and established thriving communities. Las familias se mudaron al lejano Oeste y fundaron comunidades prósperas.

Key Terms and People/Personas y palabras clave

Daniel Boone guide who was first to lead settlers beyond the Appalachians; cut a road west/primera guía en conducir a los colonos más allá de los Apalaches; abrió un camino hacia el Oeste

Louisiana Purchase/Compra de Luisiana the purchase of Louisiana from France for \$15 million, which roughly doubled the size of the United States/adquisición que hizo Estados Unidos a Francia en la que le pagó \$15 millones por Luisiana; con lo que prácticamente se duplicó el tamaño de Estados Unidos

Meriwether Lewis a former army captain chosen by President Thomas Jefferson to lead an expedition to explore the West/capitán del ejército que el presidente Thomas Jefferson eligió para dirigir una expedición de exploración del Oeste

William Clark co-leader of the western expedition/uno de los dos líderes de la expedición hacia el Oeste

Lewis and Clark expedition/expedición de Lewis y Clark a long journey to explore the Louisiana Purchase/largo viaje de exploración de los territorios de la Compra de Luisiana

Sacagawea a Shoshone who helped the Lewis and Clark expedition by naming plants and gathering edible fruits and vegetables for the group/indígena de la tribu shoshone que colaboró con la expedición de Lewis y Clark enseñándoles el nombre de diferentes plantas y recolectando frutas y vegetales comestibles para el grupo

Zebulon Pike an explorer of the West who reached the summit of the mountain now known as Pike's Peak/plenador del Oeste que llegó a la cima de la montaña que hoy se conoce como Pike's Peak

© Houghton Mifflin Harcourt Publishing Company

133 Spanish/English Guided Reading Workbook

The **Guided Reading Workbook** and **Spanish/English Guided Reading Workbook** help students as they read and take notes while reading adapted-level summaries.

Teach the Main Idea

Trade routes from the Han Dynasty came to the Mediterranean Sea, and the Silk Road came to the Indian Ocean. The Silk Road was a network of trade routes that connected the East and the West. It was used for trade in goods, ideas, and technology. The Silk Road was a major factor in the spread of Buddhism and other religions. It also helped to spread the ideas of Confucius and Daoism. The Silk Road was a vital link between the East and the West for centuries.

TIERED ACTIVITY

Daoism and Buddhism

Below Level Have students examine the chart comparing Daoism and Buddhism. Have them create a new chart in which they rewrite those beliefs and teachings in their own words.

At Level Have students complete the Below Level activity and then add a row in which they write a paragraph comparing and contrasting the two belief systems.

Above Level Have students research the origins of Buddhism in China and write a one-page essay discussing its effects on ancient China.

TIERED ACTIVITY

The Silk Road

Below Level Provide students with an outline map of Asia. Have them use the map of the Silk Road in this lesson and illustrate it with some of the items traded along the Silk Road.

At Level Have students complete the Below Level Activity and then use the map of the Han dynasty from the previous lesson to add the boundaries of the Han Empire and the Great Wall of China.

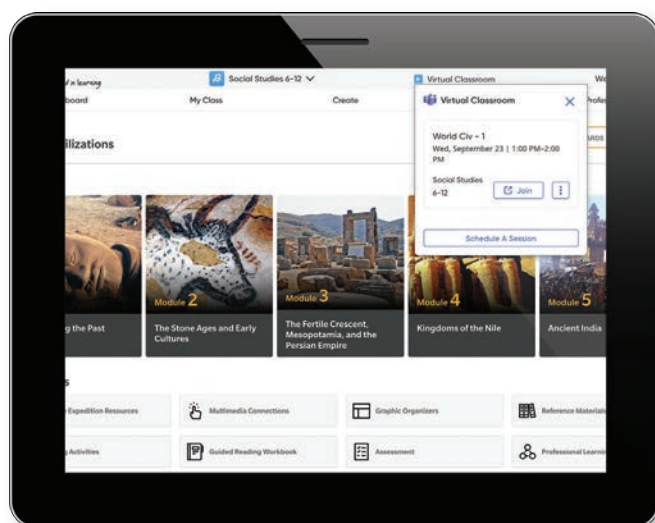
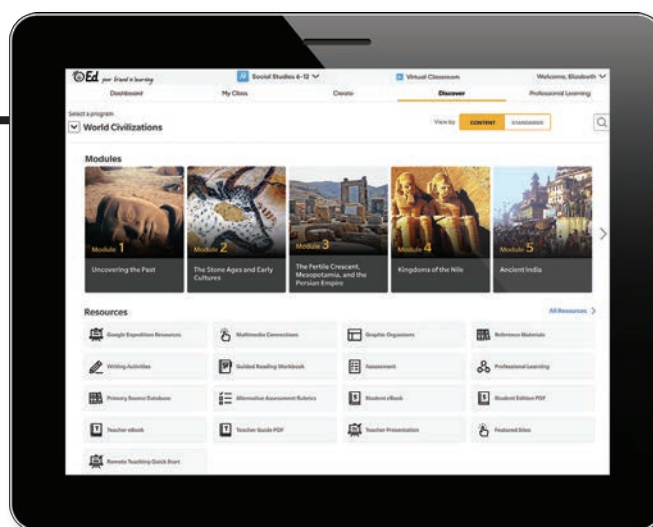
Above Level Have students complete the At Level Activity, but then compare it to a physical map of Asia and write a paragraph explaining how landforms affected the route of the Silk Road.

Differentiated Instruction Activities in the Teacher's Guide offer further options for varying lessons to meet the needs of every student.

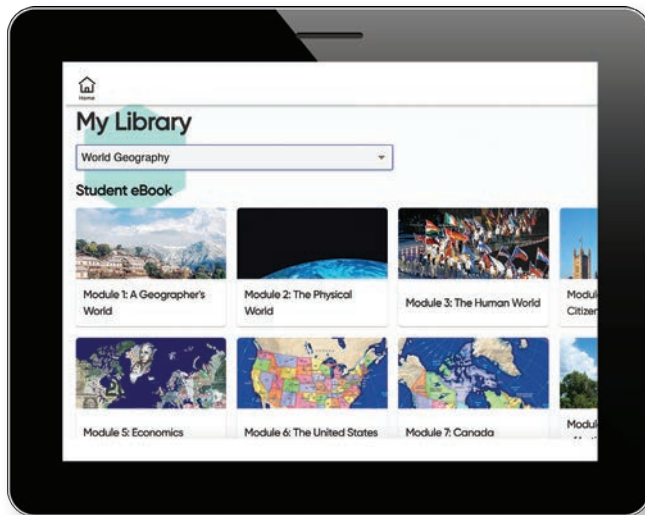
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We know your time is precious. *HMH Social Studies* offers maximum flexibility and access to content through responsive digital technology. You and your students have instant access whenever, wherever you want—which allows you to focus on what matters most.

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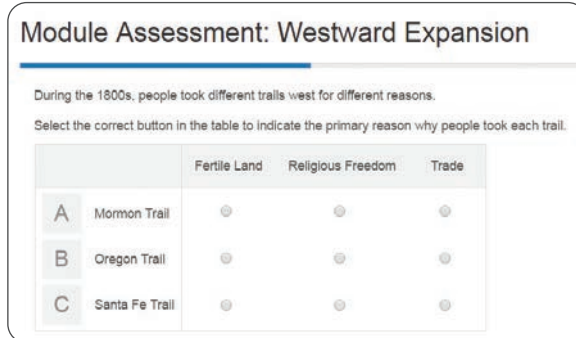
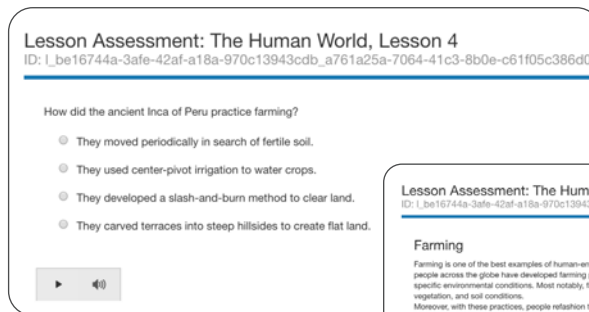
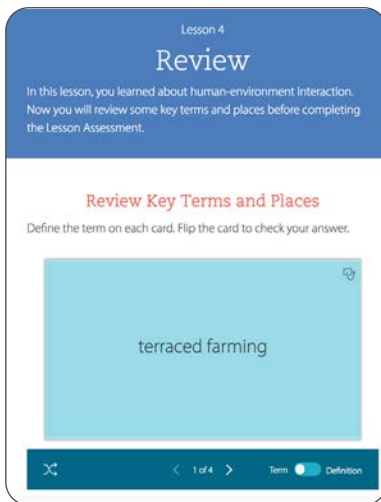
HMH Go™ is a free learning app that connects students and teachers to *Ed* content and instructional resources online, offline, or on the go. Students and teachers can download content to work on in class or at home regardless of their connectivity limitations.



The **Teacher's Guide** focuses on planning and instructional support with a special emphasis on helping teachers balance their print and digital resources to maximize blended learning.

Online Assessments

Lesson Review and **Assessments** gauge student mastery with scoring and reporting capabilities.



Program Assessments enables teachers to assign students prebuilt Module, Benchmark, and End-of-Year Assessments, which provide automatic scoring and reporting for immediate feedback.



Custom Assessments give teachers the flexibility to assign assessments that meet the assessment needs within their classroom. Teachers are able to:

- Create their own assessments or customize prebuilt assessments and assign them to students
- Edit online assessment items, modify the text of the answer choices, and eliminate or add answer choices
- Develop assessment questions and answers, providing greater control to measure student performance

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