

HMH Social Studies

Uncover the Connections

Program Overview | Middle School



Active Inquiry for All Learners



Embark on a journey with HMH Social Studies!

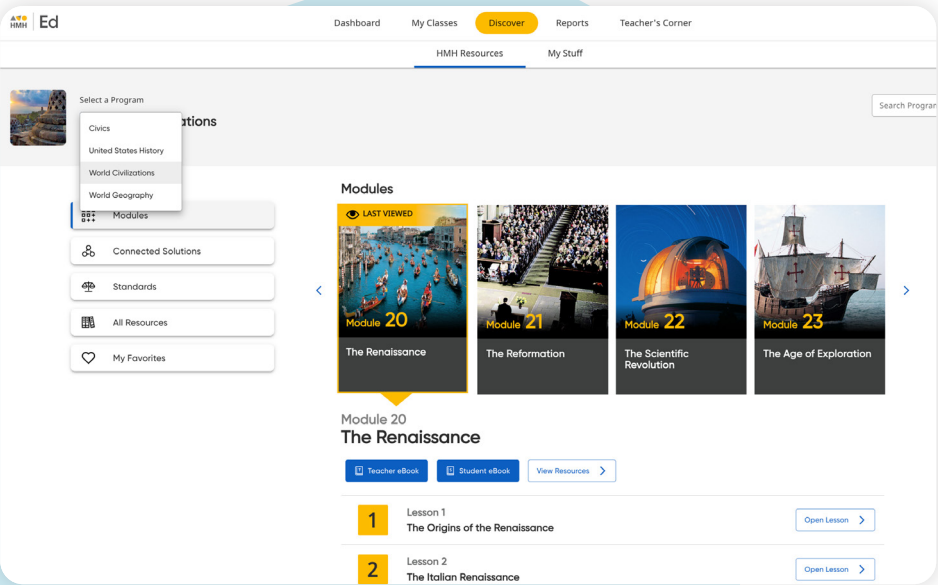
Packed with inquiry-based resources, immersive virtual field trips, customizable assessments, and unlimited access to curated professional learning, *HMH Social Studies* empowers teachers to tailor their classroom experience.

With ongoing updates for *United States History*, *World Civilizations*, *World Geography*, and *Civics* content, teachers can fully align with state and district standards within a single solution.



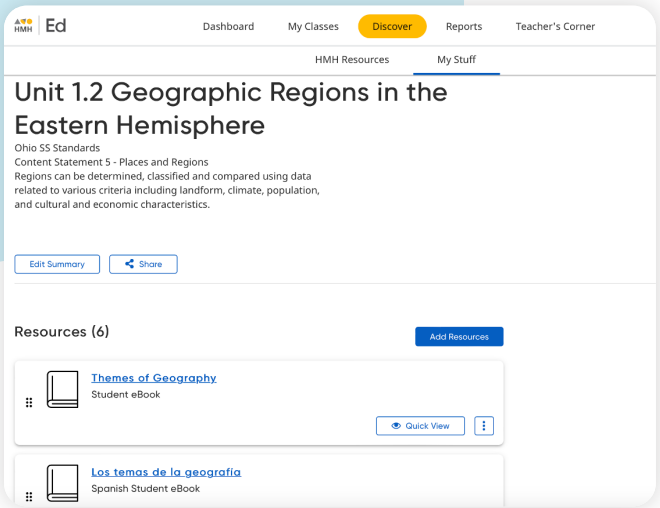
Easy Access to All Subjects

Ed, the HMH learning platform, gives easy access to **World Civilizations**, **World Geography**, **United States History**, and **Civics** in the *HMH Social Studies* Middle School Student Digital License.



One Subscription to Advance Flexibility

Within a single subscription, you can instantly pull content from seven different subject areas to create lessons that perfectly match your classroom needs.



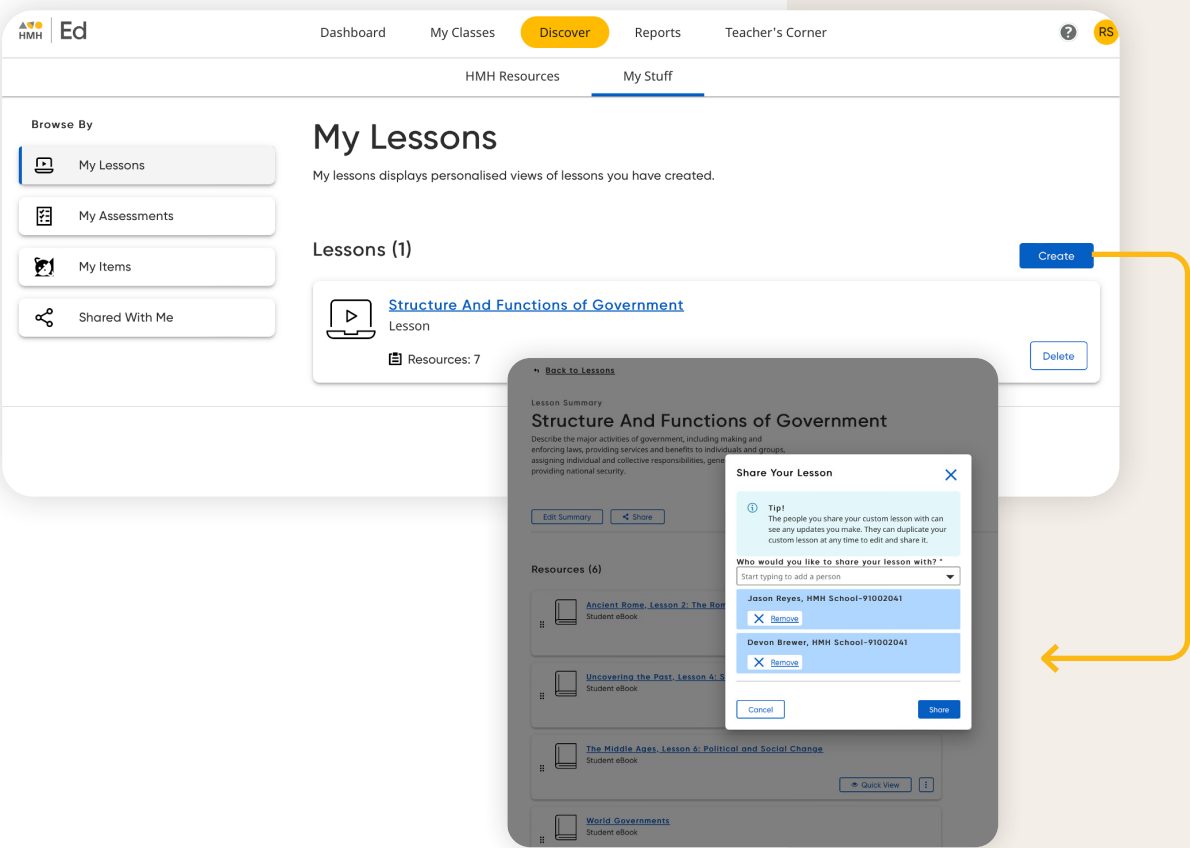
Easily Meet State Standards

The *My Stuff* tab allows teachers to save resources from different programs to create customizable lessons to use with their classes.

Lessons can be fully customized to fit state requirements AND meet the needs of ALL students.

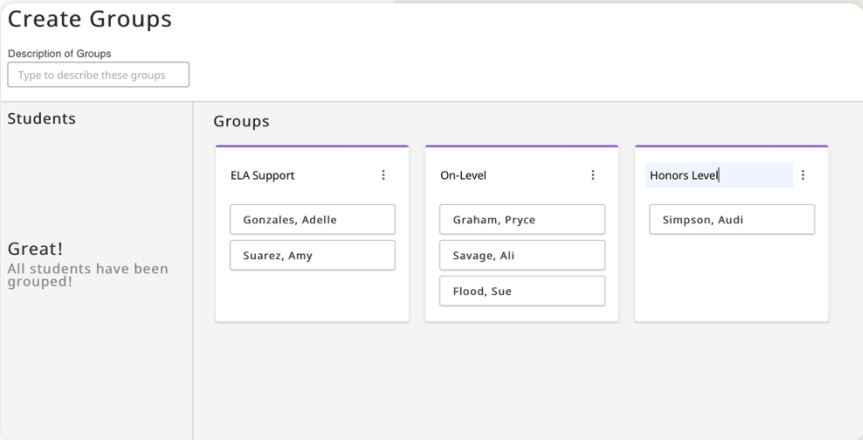
Sharing Lessons

Teachers can also share their lessons with other teachers to **support collaboration** and team-teaching.



Create Groups

Students in the class can be grouped by level or need to support differentiation.



Inspire Students with Thought-Provoking Lessons and Activities

Put the social back in social studies and get students excited to uncover connections to their world. Quality narrative blended with videos and activities provides learners with engaging ways to explore history and cultures.

Spark Your Learning

Activate Students' Prior Knowledge

Spark Your Learning activates students' prior knowledge and helps them make relevant connections.

Spark Your Learning


Look and Learn

The Civil War was one of the most divisive and destructive events in U.S. history. As you watch the video *Lincoln's Legacy*, pay attention to the president's plan to heal the damage of the war and rebuild the country. After you watch the video, choose one activity to complete.

Malice Toward None

What Comes Next?

Lincoln's Legacy



Spark Your Learning

Make the Connection

Think of something that you would like to change about your school or community. What steps would you take? How would you ensure that your point of view is heard? Discuss your ideas with a partner.

Describe your ideas on how you would make a change in your school or community.

Spark Your Learning

Words to Know

Academic Vocabulary words are words that will help you understand the topics and themes of the module.

Study the Academic Vocabulary words and notice them as you read. (They are highlighted and defined when you see them in the lesson topics.) Try to use them as you write about and discuss the important events and ideas of Reconstruction.

agency (AY-jehn-see)

People who have **agency** can make their own decisions and choose their own actions.

infrastructure

amnesty (AM-nuhs-tee)

The prisoners were released after the president granted them **amnesty**.

principle (PRIN-suh-puhl)

Honesty and fairness are **principles**.

Engage Your Brain

Choose one or more of these activities to connect with the topics and themes in the lesson.

What Would You Tell the King?

If at First You Don't Succeed . . .

Share What You Know

Engage Your Brain

Choose one or more of these activities to connect with the topics and themes in the lesson.

How Do We Support a Cause?

I Beg Your Pardon?

Generate Questions

Share Your Experience

What Is Radical?

Engage Your Brain

Deepening Student Relevancy

Engage Your Brain empowers students to connect with the topics and themes of each lesson through various activities.

Learn About THE HOLOCAUST Remember SURVIVORS AND VICTIMS Confront GENOCIDE ANTISEMITISM

Resources for Educators

Teaching about the Holocaust

Lessons and Curricular Resources

Teacher Training Programs



The United States Holocaust Memorial Museum Resources for Educators provides films, lesson plans, and curricular materials, along with guidance on teaching strategies and professional development.

Ongoing Updates Ensure Content Stays Fresh

As part of HMH’s commitment to provide teachers and students with the most up-to-date content, resources will continue to be added during the duration of your subscription. You’ll have the opportunity to influence the direction of our future topics and features with your feedback.

Topic 5: Fight for Equality

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Fight for Equality

Median Household Income (2019)

	White Families	Black Families
	\$73,864	\$43,862

Net Worth (2019)

	White Families	Black Families
	\$142,000	\$12,000

6-Year College Graduation Rates (2010)

	White	Black
	64.4%	39.8%

Poverty Rate (2019)

	White	Black
	9%	21%

Unemployment Rate (2020)

	White	Black
2019	3.1%	6.4%
2020	7.9%	11.9%

Home Ownership

	White Families	Black Families
	72%	41%

Topic 5: Fight for Equality

Since the earliest days of American history, individuals and groups have campaigned to increase rights for people with fewer or no rights. Some of these efforts include the abolition movement, the women’s rights movement of the late 19th century, and the civil rights campaigns of the 1950s and 1960s. All of these actions led to great change. Another such campaign began in recent years after the American public witnessed several incidents of discrimination and violence. This led to new reform efforts and national conversations about social justice.

Topics for Today modules address important current events topics that keep the curriculum relevant for students.

United States History

- Trump Administration
- COVID-19 Pandemic
- 2020 Presidential Election
- Biden Administration
- Social Justice Movements

Immersive 360° Virtual Field Trips!

Virtual Field Trips explore topics and locations through a series of captivating 360-degree illustrations. Each field trip includes a comprehensive Teacher’s Guide that features Teaching Tips and assessment activities. The presentations are customizable so you can adapt to your needs.

Bring Content to Life

HISTORY videos enliven the classroom with primary source footage, dramatic storytelling, and expert testimonials.

Discover the Story Behind the Story

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.

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Empower Students with Inquiry-Based 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 examine sources like a historian and complete evidence-based writing tasks.



The Compelling Question frames student learning.

HMH Social Studies supports the inquiry process with a wide variety of features and resources. Primary and secondary sources can be used as the basis for instruction.

Historical Source

“The Mother Country”

Like many American colonists, Philadelphia printer (and, later, revolutionary) Benjamin Franklin viewed England with a mixture of fondness and frustration. He loved England as his mother country, or homeland, but he was enraged by the way England’s government was treating the colonies. Franklin expressed his mixed feelings in this song, which he wrote sometime between 1765 and 1772, as tensions in the colonies were rising.

1 “We have an old Mother that **peevish** is grown,
She snubs us like Children that scarce walk alone;
She forgets we’re grown up and have Sense of our own;
Which nobody can deny, deny. Which nobody can deny.

2 If we don’t obey Orders, whatever the Case;
She frowns, and she **chides**, and she loses all Patience,
and sometimes she hits us a Slap in the Face,
Which nobody can deny, etc.

Death and Taxes

Supporting Question

How did the reaction of colonists to taxation by the British government reflect their beliefs about independence?

Your Purpose for Reading

Review the purpose for exploring each of the topics before you begin. After reading, you will understand the causes and effects of British taxation on the colonies.

Deepen Student Understanding

Each lesson contains topics, historical sources, and extensions for students to explore.

Spark Your Learning

Think About the Compelling Question

What did the American Revolution achieve? What was left to do?

In history, a revolution is a complete and sudden change in government or thought. Maybe you have seen or heard the word *revolution* in your reading, viewing, current events, or any other instances you know. Do you think a revolution sounds like a good thing, a bad thing, or maybe some of both?

State your ideas on the

Start Typing...

What’s the Big Idea?

What actions suggest that tensions are growing between the British and the colonists?

Start Typing...

Each lesson has opportunities for all learners to engage with the content in ways that work for them.

Review and Assess

Answer the Compelling Question

Complete your study of The American Revolution by answering the Compelling Question:

What did the American Revolution achieve? What was left to do?

Your answer to the Compelling Question can take many forms. Choose one of the following formats, or another kind of project that you discuss with your teacher:

- an essay
- a speech
- a multimedia presentation
- a podcast
- a poster

STEP 1:

Start with the Question

STEP 2:

Plan your Project

STEP 3:

Complete your Project

STEP 4:

Share It!

Writable

Writable

My AssignmentsExploreCreateClassesMore


EMHMH


Explore / Domains


History Collection: Document-Based Inquiry (MS)


Copy Collection


The assignments in this collection focus on Applying History Tools and Concepts. Students in grades 6-8 gain practice analyzing and writing in response to essays and arguments while engaging in Document-Based Inquiries.


Rhetorical Analysis: Ain't I a Woman?


Argument Analysis: Eulogy of the Dog


Skill: Demonstrate Comprehension (Code Talkers)


Write a Short Biography of the Navajo Code Talkers


Report: Native American Inventions

Compare & Contrast: Frederick Douglass Autobiography


Informative Paragraph: Terror in New York

Informational Essay: Civil War

Research Report: From Agriculture to Ziggurats

Text: The Address

Let's create a High Five!



High Five Quick Writes engage your students in daily writing: think bell ringers, ice breakers, or do-nows. After you enter a prompt or try an AI suggestion, we add a rubric item to keep feedback quick and goal-aligned. ⓘ

Write Your Own

AI Suggestions

Causes and effects of American Revolution|

Go

What role did the Battle of Lexington and Concord play in the American Revolution?

>

How did the Intolerable Acts affect the colonists and their desire for independence?

>

What impact did the Boston Tea Party have on the American Revolution?

>

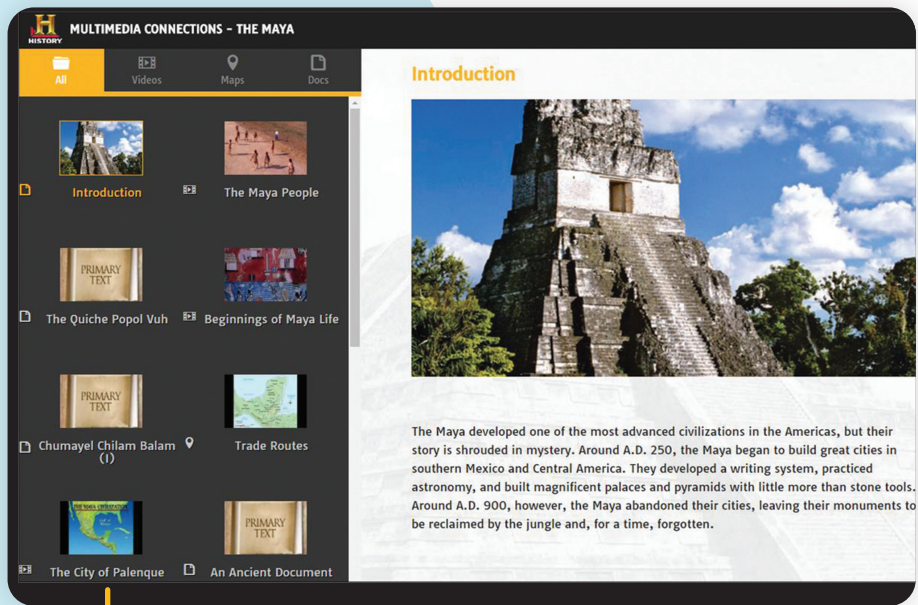
Add Writable® to Your HMH Social Studies Subscription

To maximize teacher effectiveness and boost student writing scores, pair *HMH Social Studies* with *Writable*. With hundreds of assignment templates and customizable rubrics, *Writable* helps teachers strengthen their writing instruction while saving time on prep and feedback. **Increase teacher impact with AI tools** that engage students and motivate better writing in the moment. Writable’s approach to AI builds teacher agency and is teacher-intermediated, allowing for AI-suggested feedback and scores to be incorporated into their instruction to help drive purposeful revision and writing growth.

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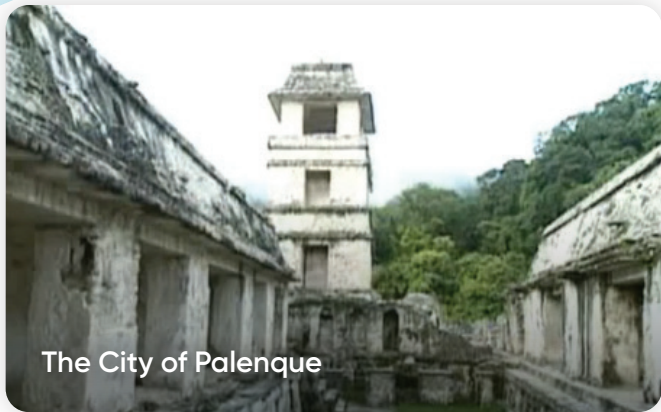
Multimedia Analysis at Your Fingertips

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



Energize Students with Dynamic Primary Sources

The HISTORY Channel'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.



The City of Palenque

Supreme Court Cases that Impact Teens

HMH Judicial Inquiries: Interactive Supreme Court Case Studies promote critical viewing, source analysis, and writing about Supreme Court cases that impact teens' lives.

Free Speech in Public Schools



Master Primary Source Analysis

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

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.

Supporting All Learners the Way You Want

Supporting equity among students is critical. *HMH Social Studies* presents material and activities in a variety of ways, including digital Spanish Student Editions, to support students with different learning needs.

Spanish Ensures an Equitable Experience

Digital Spanish Student Editions provide equity for Spanish-speaking audiences. They consider culture and language norms that call for transadaptation to decode and reencode target language with careful attention to cultural and linguistic norms.

RESUMEN

La Declaración que se oyó en todo el mundo

La Declaración de Independencia

✓ **LOGRÓ**

✗ **NO LOGRÓ**

✓ anunciar la separación de las colonias de Gran Bretaña.

✗ crear unidad entre las personas que vivían en las colonias.

✓ sostener que todas las personas tienen "derechos inalienables", que incluyen el derecho a "la vida, la libertad y la búsqueda de la felicidad".

✗ abordar los derechos de las mujeres.

✓ afirmar que el rey Jorge III había violado los derechos de los colonos al cobrarles impuestos sin su consentimiento.

✗ reconocer los derechos de los afroamericanos esclavizados.

✗ abordar los derechos de las naciones indígenas americanas a la vida, la libertad y la soberanía.

● neutrales

● leales

● patriotas

Introducción al módulo

Módulo 1

Descubrir el pasado

Pregunta esencial

¿Por qué los expertos estudian a las personas, los acontecimientos y las ideas de hace mucho tiempo?

Sobre la fotografía: "Hallazgos como estos, guerreros de arcilla de China pueden enseñarnos mucho sobre la historia de los lugares antiguos."

En este módulo, aprenderás cómo los historiadores y los geógrafos estudian el pasado para aprender más sobre el presente, y conocerás el papel que la economía y el gobierno han desempeñado a lo largo de la historia.

Lo que aprenderás:

Lección 1: Estudiar la historia

Lección 2: Estudiar la geografía

Lección 3: Estudiar la economía

Lección 4: Estudiar la educación cívica

Accessible Content

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

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

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 XIX, 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/Daniel Boone guide who was first to lead settlers beyond the Appalachians; cut a road west/primer 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/Meriwether Lewis a former army captain chosen by President Thomas Jefferson to lead an expedition to explore the West/ex capitán del ejército que el presidente Thomas Jefferson eligió para dirigir una expedición de exploración del Oeste

William Clark/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

Challenge Students to Explore More

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

Lesson 3 Enrichment

Lesson 3

Enrichment

If you would like to explore more about people, places, and events discussed in this lesson, take a look at these activities.

Give a Speech

Read about the influence that a powerful orator can have on public opinion.

Julius Caesar

View the video to learn about Caesar's rise to power.

Gaius Marius, Political and Military Leader

Read about Gaius Marius, one of the most popular politicians in Rome.

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.

Choices

Choose an activity to demonstrate your understanding of the lesson **Death and Taxes**.

Use the Academic Vocabulary words as you write and discuss.

achieve	conflict
ideal	liberty
reaction	tension

MEDIA:

Make a Flyer

The phrase “No Taxation without Representation” expressed the colonists’ unhappiness. With a partner, create a “No Taxation without Representation” flyer that reflects the colonists’ views. Include the following elements:

- a list of colonists’ complaints
- illustrations of actions the colonists might take
- brief captions that explain the actions

Be sure that your flyer reflects the colonists’ beliefs about independence.

RESEARCH:

A Form of Protest

In this lesson, you read about how some colonists expressed their anger toward the British through boycotts. Boycotts are a form of protest that is used to this day. Research a boycott that took place in more-recent years. Then, write two to three informative paragraphs about the boycott. You should include the following:

REFLECT AND EXTEND

Choices

Choose one of the activities to build on the ideas you learned about over the course of the module.

Use the Academic Vocabulary words as you write and discuss.

achieve	conflict
ideal	liberty
reaction	tension

WRITING:

Essay

MEDIA:

Declare Your Independence

You probably contribute to or participate in different teams and activities in many ways. But there are some groups that we might not enjoy being a part of as much as others. Think about something you are tired of being involved with, and write your own declaration of independence from it. Include these characteristics from the original:

- an introduction that people will remember 100 years later
- a list of objections and complaints about your situation
- a clear, strong statement announcing your decision to break away
- a big ending

You may present your declaration however you wish. It may be in a document or another form, such as a speech or a video. Be sure to include visual elements and other ideas to secure your declaration’s place in history.

MEDIA:

Identify Points of View

SPEAKING AND LISTENING:

Conduct an Interview

The Declaration of Independence stated that people are entitled to “life, liberty, and the pursuit of happiness.” People who advocate for more freedom or expansion of rights often refer to this phrase today.

Interview a member of your family or community about this ideal. You can use these questions as a starting point and add more questions that are meaningful to you.

- What does the phrase “life, liberty, and the pursuit of happiness” mean to you?
- When have you felt your right to “life, liberty, and the pursuit of happiness” was supported?
- Have you ever felt that these rights were restricted or compromised?

Ask your interview subject if they would agree to being recorded. You can share your recording with the class or share your findings in a presentation.

Choices

Elevating Student Agency

Students can to demonstrate their understanding by choosing which activity to complete.

Culture Traits

These students in Japan and Kenya have some culture traits in common, like eating lunch at school. Other culture traits are different.

Kenya

Students are served large bowls of a common Kenyan dish called githeri. The stewed mixture consists of dried beans and corn.

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



Need Help with Visuals?

Students can choose between a variety of lesson and module activities to demonstrate what they have learned.

Spain and Portugal

Spain and Portugal share some common characteristics, but each has its own distinct culture.

Can you identify which statements describe Spain, which describe Portugal, and which describe both countries?

Start

Europe at the Start of World War I

Allied forces defeated in bid to establish a supply route to Russia.

KEY

Interactive Features that Inspire Curiosity

Interactive Features, Maps, and Games, provide quick, entertaining activities and assessments that present important content in a fun way.

Meeting the Needs of a Diverse Classroom

Instant Remediation to Ensure Student Comprehension

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.

Lesson Assessment: The Human World, Lesson 4

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.

Lesson Assessment: The Human World, Lesson 4

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

World Geo - 1

Edit Item Geography is the study of

Multiple choice – standard

Compose question

Geography is the study of

Multiple choice options

land, water, natural resources, and population flows.

the history and development of the earth.

the measurement and physical descriptions of places, regions, areas, and land masses.

the distribution and interaction of Earth’s physical and human features.

+ Add


Set correct answer(s)

Save & Done

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

Physical Features

Look at the map again to find Italy’s two major mountain ranges. In the north are the Alps, Europe’s highest mountains. Another range, the Apennines (A-puh-nynz), runs the length of the Italian Peninsula. This rugged land made it hard for ancient people to cross from one side of the peninsula to the other. In addition, some of Italy’s mountains, such as Mount Vesuvius, are volcanic. Their eruptions could devastate Roman towns.



Mountains cover much of the Italian Peninsula. These mountains are in the Alps in northern Italy.

Not much of Italy is flat. Most of the land that isn’t mountainous is covered with hills. Throughout history, people have built cities on these hills for defense. As a result, many of the ancient cities of Italy—including Rome—sat atop hills. Rome was built on seven hills.

Tiered Activity

Picture a Journey to Ancient Rome

Below Level Have students use the reading to list all the features that make the Roman landscape unique.

At Level Have students complete the Below Level activity, but then have them write several paragraphs describing the landscape.

Above Level Have students complete the Below Level activity and then pretend they are visiting ancient Rome for the first time. Have them write a letter to a friend back home describing the landscape in detail.

Alternative Assessment Handbook, Rubric 42: Writing to Inform

English Language Learners

Make Collages

Materials: poster board, geography and travel magazines, art supplies

Provide students with geography magazines, travel brochures, and travel magazines. Have them use these or printouts from online sources to create collages of the Italian landscape. Images should focus on the natural landscape rather than on buildings.

Remind students that Italy has varying landscapes, including coastal and mountain areas, and to include as many different views of the Italian landscape as possible. Students could also draw pictures to fill in gaps.

Have students title their collages in large letters and write captions or tag lines for all the images.

Then have each student write three sentences to describe the Italian landscape as shown in the collages.

Display the collages.

Alternative Assessment Handbook, Rubric 8: Collages

Ensure All Students Succeed

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

NWEA + HMH Give Teachers Greater Insight into Students’ Needs and Gains.

Customers who use both *NWEA® MAP® Growth™ Reading* assessment and *HMH Social Studies* will be able to see key *MAP Growth Reading* data on *HMH Ed*—the same place as their *HMH Social Studies* curriculum. Through this connection, educators can more easily track:

- Student growth in comprehending informational text
- Vocabulary acquisition
- Understanding text structure

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Professional Learning

Experience unlimited professional learning—on your schedule. Implementing a social studies program requires strong partnership, so HMH’s professional learning is here to help teachers, students, and communities thrive.

Included with Your Program Subscription

Guided Implementation Support

- 1

Get Started with *HMH Social Studies*

Build community and prepare for your first lesson during a Getting Started session with an HMH Coach.
- 2

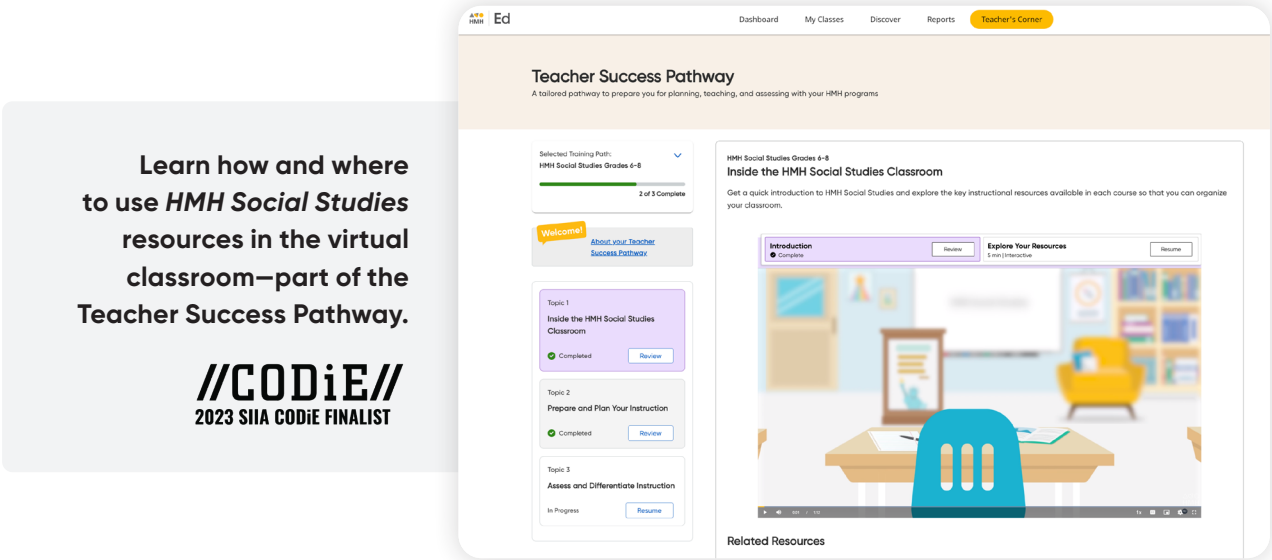
Build Teacher Confidence in 30 Days

Teachers starting at any time of the year can get up and running quickly with resources in their Teacher Success Pathways that help them plan, teach, and assess learning, using their new HMH program.
- 3

Explore On-Demand Learning and Live Online Events

Teacher’s Corner® on *Ed*, the HMH learning platform puts real-world classroom videos, teaching best practices and live, online PD events at your fingertips, on your schedule. Leader’s Corner offers leader-specific resources and the ability to schedule teachers for live pathway sessions to encourage pathway completion.

Self-paced, on-demand sessions include: preparing for the first two weeks of instruction; analyzing data and reports, differentiating instruction, and more!



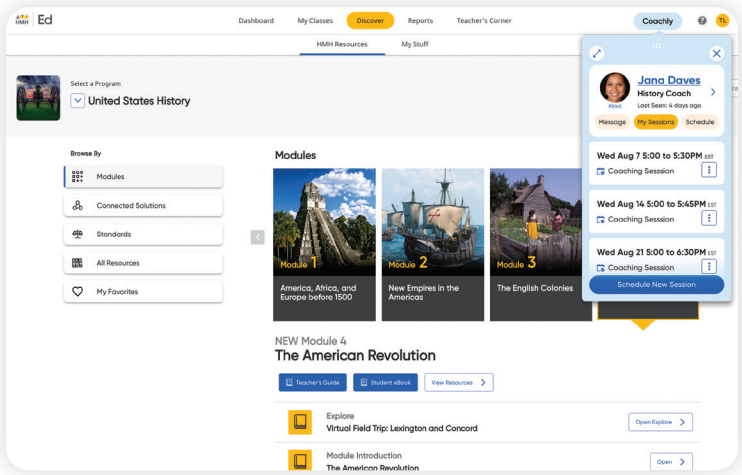
Additional Professional Learning

Our People Make the Difference

HMH Instructional coaches bring years of classroom and subject-specific teaching experience to every coaching session and are committed to providing educators with year-round support for meeting their professional goals.

Partner with an HMH Coach for Personalized Professional Growth

HMH Coachly™ gives teachers unlimited, 1:1 access to an intentionally matched instructional coach online via the *Ed* HMH learning platform. Teachers can message their coach or schedule a live coaching session anytime to get hands-on support when they need it the most.



Connect the Evidence-Based Practices with Daily Instruction

Live Online Courses provide evidence- based pedagogy that connects with your *HMH Social Studies* curriculum. Get six live online sessions curated to your grade-level and subject, delivered by an HMH Coach.

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Contact your HMH representative for a full list of the LIVE Online Course offerings

HMH Social Studies



Uncover the **Connections**

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