

SAVVAS

IMPLEMENTATION  
GUIDE

Grades 6-8



MISSISSIPPI

myWorld  
INTERACTIVE

*Inspired by you.....*





# MISSISSIPPI myWorld INTERACTIVE

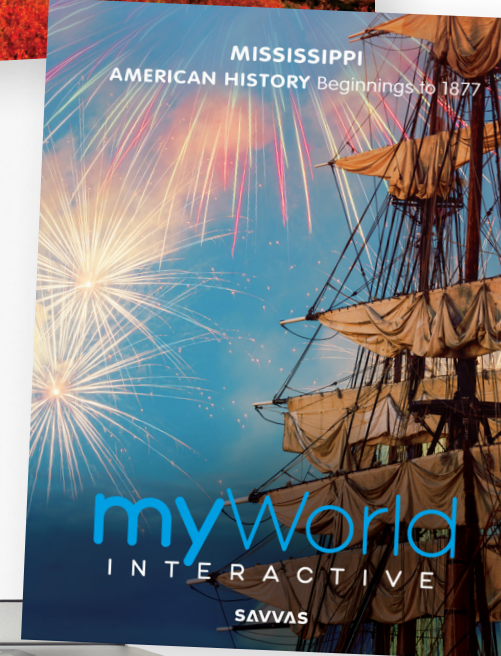
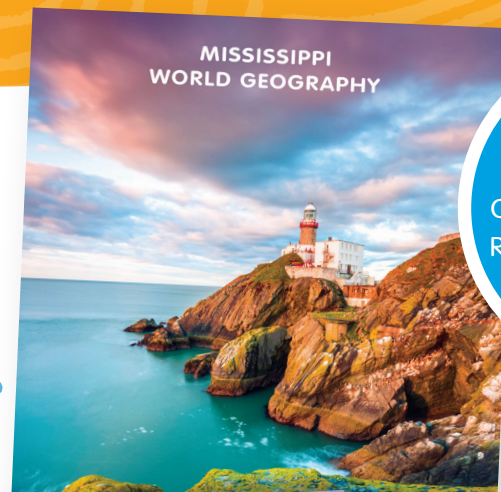
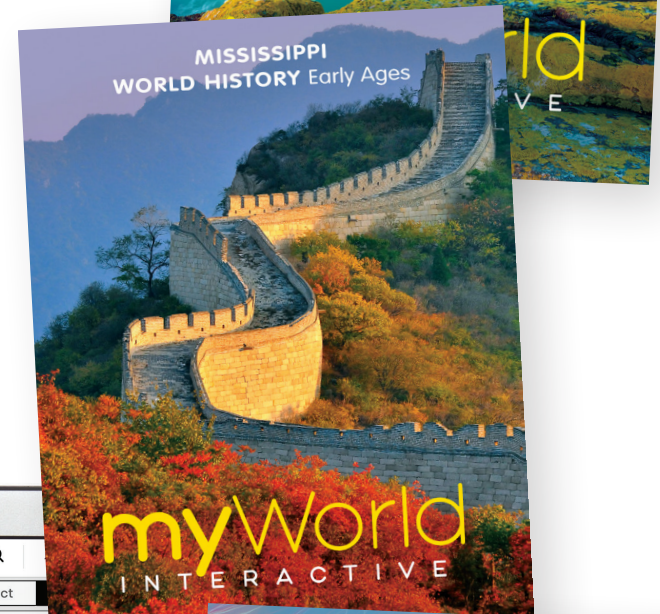
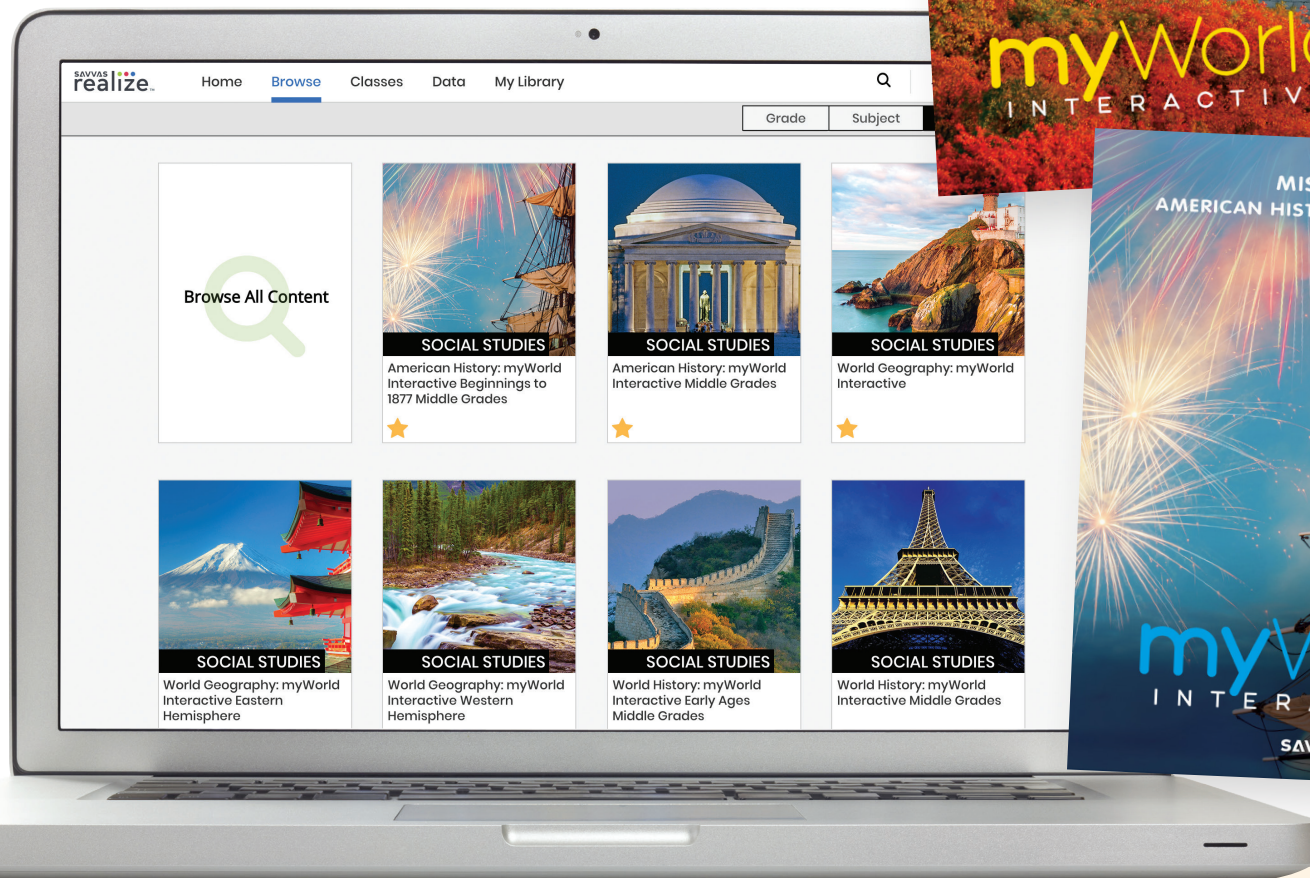
Inspired by you .....

*myWorld Interactive* encourages students to explore their world, expand their thinking, and engage their college, career, and civic awareness.

The curriculum is flexible and easily adapts to every classroom.

- INQUIRY AND ACTIVITY-BASED LEARNING
- STRONG LITERACY CONNECTIONS
- WIDE RANGE OF TEACHING OPTIONS

Create active, responsible citizens who can make a difference now.



100% Aligned to the Mississippi College- and Career-Readiness Standards for Social Studies

## Immersive Inquiry

**Project-based learning** creates rich inquiry experiences that develop skills for active and responsible citizenship.

## Relevancy and Engagement

**Multimedia resources and engaging activities** help students bridge history with today's world, explore multiple perspectives, and build community with one another.

## Literacy Connections

**Lessons** help students read closely, analyze information, and communicate academic, well-defended ideas.

## Flexible Classrooms

**Teaching options and resources** provide access and equity for culturally responsive teaching, differentiation needs, delivery approaches, and time constraints.



# Interactive! It's in Our Name

myWorld Interactive engages students in real-world inquiry, activities, and practices of citizenship. Students investigate and collaborate as they explore Social Studies content through various modalities.

## A True Inquiry Experience

**TOPIC 8 Industrial and Economic Growth Preview**

**Essential Question** How did America's economy, industries, and population grow after the Civil War? Before you begin this topic, think about the Essential Question by answering the following questions:

**Map Skills** Using the map to your text, label the map with the places listed. Then use different colors to shade states admitted before 1847 and states admitted 1847-1912. Be sure to create a key for your map.

**Timeline Skills** As you read, write and/or draw at least three events from the topic. Draw a line from each event to its correct position on the timeline.

◀ The **Active Journal** encourages inquiry, writing, and application of concepts. Create self-motivated learners!

Take students on a **Quest!** These long-term **project-based learning** opportunities, engage students in rich inquiry experiences that develop important analysis and citizenship skills. ▼

**Quest Connections** throughout the lesson provide moments for students to think deeply about their topic-level inquiry. ▼

### Quest CONNECTIONS

How did networks change railroads? Record your findings in your **Active Journal**.

**Quest** Civic Discussion Inquiry

**High-Speed Rail** High-speed rail is common in Europe and Japan.

**Quest KICK OFF** You are a member of the House of Representatives serving on the Subcommittee on Railroads. You are going to meet with other representatives in the subcommittee to decide whether the United States government should authorize high-speed rail programs. You will look at the U.S. government's original investment in rail transportation and its costs and impacts in the 1800s. You need to help answer a question about America's current and future needs:

**Should America invest in high-speed rail?** Be ready! Other representatives will challenge your arguments. It's time to prepare!

- 1 Ask Questions** To find out the best course of action, start with a list of questions about railroads and other forms of transportation in the United States today. Write the questions in your **Active Journal**.
- 2 Investigate** As you read the lessons in this Topic, look for **Quest Connections** that provide information about industrial and economic growth in the United States in the nineteenth century. Collect examples in your **Active Journal**.
- 3 Examine Sources** Next, explore a set of sources. They will support differing viewpoints about whether America should invest in high-speed rail. Capture notes in your **Active Journal**.
- 4 Quest FINDINGS** **Discuss!** After you collect your clues and examine the sources, you will prepare to discuss this question: Should America invest in high-speed rail? You will use your knowledge of this Topic as well as evidence from sources to make convincing arguments to answer YES or NO. You may also come up with answers of your own.



### GET READY TO READ

**START UP** Look at the image of the longhorn cattle. Write a paragraph to describe why it might be difficult to move this herd from trail to market.

While Reconst following the C occurring thro The vast lands offered both n

▲ Engage students in interpreting and analyzing graphics to support **visual literacy** and increase comprehension.

▼ **Biography** notes invite students in with compelling and interesting facts, to encourage critical thinking.

**5 BIOGRAPHY Things to Know About** **LELAND STANFORD** president of the Central Pacific Railroad (1824-1893)

- During the California gold rush, he sold supplies and groceries to miners.
- He helped finance and run the Central Pacific Railroad from 1861 to 1893.
- Among the people he contacted in Washington, D.C., while lobbying for the railroad, was Abraham Lincoln.
- He served as governor of California (1861-1863) and as a U.S. senator (1885-1893).
- He and his wife, Jane Stanford, founded Stanford University in Palo Alto, California, in 1891.

**Critical Thinking** How do you think being a railroad president helped Stanford get elected governor and senator?

**Active Classroom** strategies are low-lift, high-impact ways to get students thinking critically and creatively while building community in the classroom. ▼

**ACTIVE CLASSROOM** Use the Circle Write strategy to help students explore The Growth of the West Interactive Map. Break students into groups and write this prompt on the board: What was the most important reason people migrated west? Have students write as much as they can in response to the question in one minute. Then have them pass their writing to the person on their right. That person tries to improve or elaborate on the response. Students continue to switch until the paper comes back to the first person. The group then chooses the best response and shares it with the class.

**INTEGRATED EN Collaborative** Int reviewing The 31s Remind students t speak differently ir academic situation **Emerging Support**

**Quick Activity** **Inventing for Change** With a partner or small group, examine these photos and brainstorm ways that the invention of the automobile forever changed the United States.

How did automobiles affect businesses and the economy? How did automobiles affect the landscape? What forms of transportation did the automobile replace? How did the automobile change everyday life?

**Team Challenge!** As a group, select one of the other inventions from the lesson and create an exhibit for a virtual Museum of Invention. Your group's museum exhibit should give information about the inventor, describe the invention, and inform viewers about the significance of the invention. Consider: How did the invention change people's lives in the 1800s? Does it still affect people's lives today? Display your results with the rest of the class, and take a "museum tour" around the classroom!

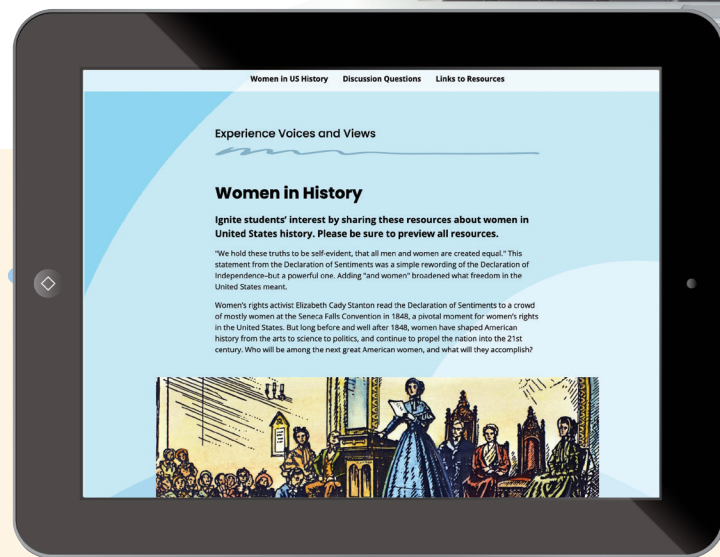
▲ **Quick Activities** engage students in critical thinking through source analysis to build understanding. Students collaborate to practice literacy skills.



# Empowering Digital Citizens

Multimedia resources and engaging activities help students bridge history with today's world, explore multiple perspectives, and build community with one another.

**Hook & Inspire:** **Connections to Today** bridges the past and present with relevant content including pop culture, media, films, and more. Updated regularly and available at point of use.



**Experience: Voices and Views** curated multimedia content engages students while highlighting diverse perspectives and topics of study. Includes teacher resources for each topic.

## Content at your Fingertips



**Savvas Realize** works directly with your School Information System (SIS) and includes Realize Reader, an interactive eText equipped with audio support tools on every page. Find content by **Standard** or **Keyword**. Reorder chapters and lessons. Upload content, add links, and make edits.



Online, Offline, Anytime!

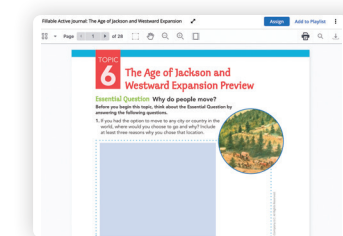
Get a better view. Realize provides Initial Skills Assessment, Standards Mastery Reports, and Real-Time **Student Data** to inform instruction.

Integrate with top learning management systems



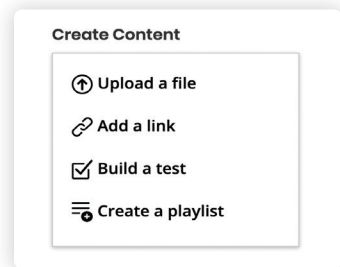
### Interactive PDF Tool

The PDF Editor allows you to engage with the digital Active Journal and more. You can even fill in PDFs that you upload yourself directly in Realize.



### Customize Your Realize.

Add in your own content and curate playlists from Savvas content or your own library to share with colleagues.





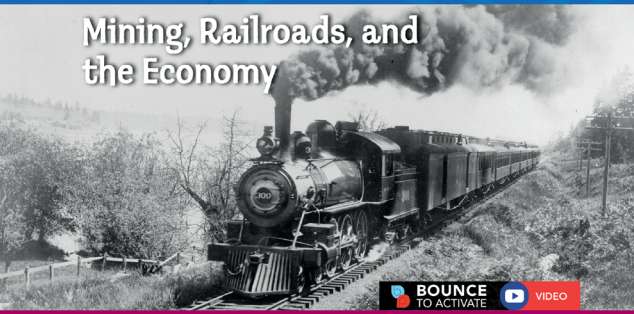
# Content Supported Literacy

Scaffolded literacy support helps students apply close-reading strategies and build vocabulary and language skills while developing claims supported with text evidence.

Support Literacy Instruction!

Text and image **Primary Sources** are embedded throughout the lesson to give voice to both the famous and ordinary people of history.

**LESSON 1**  
**Mining, Railroads, and the Economy**



**GET READY TO READ**

**START UP**  
Look at the image of the train speeding along the track. Write three sentences predicting effects that a boom in railroad building might have on the West after 1865.

**GUIDING QUESTIONS**

- What problems arose on the mining frontier?
- How did railroads spur development?
- How did railroads encourage economic growth?
- How did the government help railroads?

**TAKE NOTES**  
**Literacy Skills Identify Cause and Effect**  
Use the graphic organizer in your Active Journal to take notes as you read the lesson.

**PRACTICE VOCABULARY**  
Use the vocabulary activity in your Active Journal to practice the vocabulary words.

Vocabulary	Academic Vocabulary
lode	gauge
vigilante	network
transcontinental	consolidate
railroad	rebate
subsidy	pool
	consequently

Lesson 8.1 497

▲ **Get Ready to Read** infuses pre-reading strategies, guiding questions, and vocabulary support connected to the Active Journal to support student comprehension.

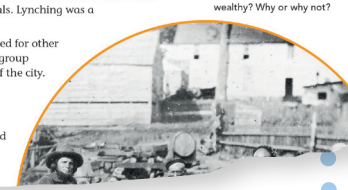
Mexicans from their claims. Chinese miners were heavily taxed or forced to work claims abandoned by others. Few miners ever got rich. Much of the gold and silver lay deep underground. It could be reached only with costly machinery. Eventually, most mining in the West was taken over by large companies that could afford to buy this equipment. **Consequently**, independent prospectors like Henry Comstock largely disappeared. They were replaced by paid laborers who worked for the large companies.

**Maintaining Order in Mining Towns** Lawlessness and disorder often accompanied the rapid growth of a town. Stories have exaggerated the number of fights and killings that took place in these towns, but some towns actually were violent places. In response, miners sometimes resorted to organizing groups of **vigilantes**, or self-appointed law enforcers. Vigilantes tracked down outlaws and punished them, usually without trials. Lynching was a common punishment.

Occasionally, vigilante groups formed for other reasons. At least one San Francisco group organized to take political control of the city. Informal methods of governing gradually gave way to more formal arrangements. In 1861, Colorado, Dakota, and Nevada were organized into territories. Idaho and Arizona followed in 1863 and Montana in 1864. The process of permanent settlement and government had begun.

**Academic Vocabulary**  
**consequently** • adv. as a result

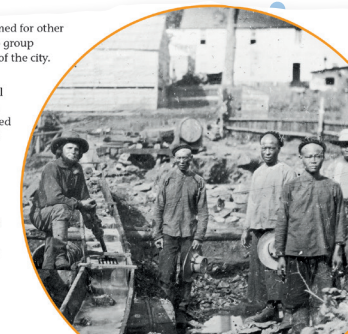
**Analyze Images** The Chinese prospectors in this image are using a sluice box, which washed gold free of soil. **Infer** Do you think most miners became wealthy? Why or why not?



▲ **Academic and Content Vocabulary** are defined in context to help students develop meaning while they read.

**READING CHECK Identify Cause and Effect** How did informal methods of governance gradually become more formal?

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▲ The **Reading Check** focuses on student comprehension, including the ability to read and understand visuals.

**Practice Vocabulary**  
**Vocabulary Quiz Show** Some quiz shows ask a question and expect the contestant to give the answer. In other shows, the contestant is given an answer and must supply the question. If the blank is in the Question column, write the question that would result in the answer in the Answer column. If the question is supplied, write the answer.

Question	Answer
1. What word is used to describe the width of railroad track?	1. _____
2. What was a discount offered by railroads to big customers?	2. _____
3. _____	3. lode
4. _____	4. vigilante
5. What did the railroad owners form to end competition, which enabled them to fix high prices?	5. _____
6. What is a system of connected railroad lines?	6. _____
7. _____	7. transcontinental railroad
8. _____	8. subsidy
9. _____	9. consolidate

TOPIC 8 205 Industrial and Economic Growth

▲ **Practice Vocabulary** is included with every lesson in the Active Journal. A great support for English Learners!

**Writing Workshop Arguments**  
As you read, build a response to this question: What role should the government play in the development of a nation's infrastructure? The prompts below will help walk you through the process.

**Lesson 1 Writing Task: Introduce Claims** Write two sentences that summarize your position on the government's role in creating a national infrastructure. This will be the position you defend in the argument you will write at the end of the topic.

Name \_\_\_\_\_ Class \_\_\_\_\_ Date \_\_\_\_\_

Mormons Settle the Mexican Cession

5. What caused Mormons to leave their homes? What was the effect of Brigham Young's decision to find a place where Mormons could practice their religion freely?

CAUSE	EVENT	EFFECT
	Brigham Young sought a place where Mormons would be safe from persecution.	

▲ The **Writing Workshop** extends literary connections. Students practice expository and narrative writing forms related to the content.

▲ **Note Taking Pages** provide students with questions and graphic organizers to support comprehension of the text.

For every mile of track completed, the railroad companies received 20 sections of land in the states along the route and 40 sections per mile in the territories. By the time the Central Pacific and Union Pacific railroads were completed, they had received about 45 million acres of land. Often, both business and government ignored the fact that American Indians lived on the land.

**Building the Transcontinental Railroad** Both companies had trouble getting workers. Labor was scarce during the Civil War. Also, the work was backbreaking and dangerous, and the pay was low. The railroad companies hired immigrant workers, who accepted low wages. The Central Pacific brought in thousands of workers from China. The Union Pacific hired newcomers from Ireland, African Americans and Mexican Americans also worked for each line. The railroad workers faced a daunting task. The route would pass through environments as varied as forests, deserts, and mountains. Building the railroad forced workers to adapt to or modify the landscape. In some places, track was laid around mountains. In other places, however, workers relied on specialized tools, explosives, and other technological innovations to blast tunnels through mountains. The Central Pacific had to carve a path across the rugged Sierra Nevada. The Union Pacific had to cut through the towering Rocky Mountains. Snowstorms and avalanches killed workers and slowed progress. At times, crews cutting tunnels through rock advanced only a few inches a day.

**Railroads Encourage Urban and Rural Growth** The Central Pacific and Union Pacific met at Promontory, Utah, on May 10, 1869. Leland Stanford, president of the Central Pacific, dropped a solid-gold spike into a pre-drilled hole in the rail. In doing so, he joined the two tracks and united the country. The nation's first transcontinental railroad was complete.

With the Civil War fresh in their minds, people cheered this new symbol of unity. The words that were engraved on the golden spike expressed their feelings:

**Primary Source**  
"May God continue the unity of our Country as the Railroad unites the two great Oceans of the world."  
—Engraved on the Golden Spike

Before long, other major rail lines linked the West and the East. The railroads brought economic growth and new settlement all across the West. They enabled people, supplies, and mail to move quickly and cheaply across the plains and mountains. Wherever rail lines went, settlements—"railroad towns"—sprang up along the tracks.

**Analyze Images** Even though the pay was low, workers like these on the Union Pacific took on the dangerous task of building the railroad. **Infer** What do you think these workers would have written in a letter to people back home?

INTERACTIVE  
The Transcontinental Railroad

Lesson 8.1 • Mining, Railroads, and the Economy 501

The **Lesson Check** monitors student mastery of reading skills and Social Studies content.

**READING CHECK Identify Main Ideas** How did railroad companies change other large businesses?

**Lesson Check**

**Practice Vocabulary**

1. What role did vigilantes play on the western mining frontier?
2. Why was solving the gauge problem the key to creating an efficient rail network?

**Critical Thinking and Writing**

3. **Generate Explanations** Why might a sudden surge of people into an area cause problems other than environmental ones?
4. **Express Problems Clearly** What problems did an excess of competition cause for railroad companies and some customers?

5. **Summarize** Tell how railroads helped the United States grow and prosper.

6. **Writing Workshop: Introduce Claims** Recall how and why the federal government supported the construction of railroads. Write two sentences in your Active Journal to introduce your claim concerning what the government's role should be in the creation of a national infrastructure. This will get you started on the argument you will write at the end of the Topic.

Lesson 8.1 • Mining, Railroads, and the Economy 507



# Freedom and Flexibility

This is the most flexible social studies curriculum yet. Multiple options and pathways accommodate every teacher, classroom, and schedule.

## myWorld Interactive Supports Your World

### 1 Comprehensive Path

Teach a comprehensive social studies curriculum that balances engaging content, active classroom strategies, and literacy connections. ▼

Choose Your Path!  
Make the Most of Your Time

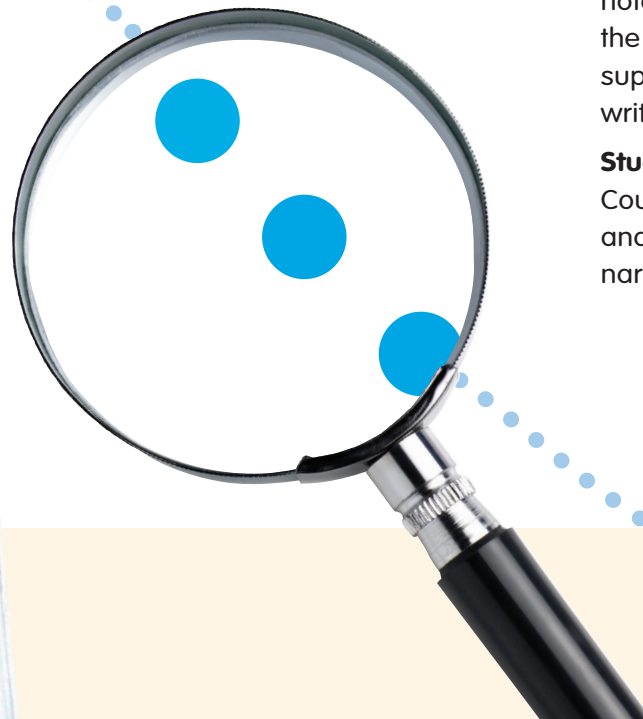


### 2 Activity-based Path

Engage students in hands-on activities and inquiry projects that promote collaborative learning in a source-rich, real-world, creative classroom.

### 3 Content and Literacy Path

Guide your students to mastery of the content through engaging readings, primary source texts and images, and Writing Workshops that support them in developing comprehensive understanding.



## Teaching Ideas, Strategies, and Inspirations!

- Active Classroom Strategies
- Chapter Assessments
- Chapter at a Glance
- Citizenship Lessons
- Common Misconceptions
- Complete Lesson Plans
- Critical Thinking & Writing Strategies
- Curriculum Connections: Literacy, Geography, Math, and Science
- Differentiated Instruction
- Integrated ELD Strategies
- Literacy Skills Lessons
- Pacing Guides
- Primary Source Lessons
- Review Strategies
- Visual Review Strategies
- Vocabulary Strategies
- Writer's Workshop
- Writing Activities

## Student Components

**Student Edition Hardcover Text:** Includes all core content lessons, analysis skill lessons, numerous primary sources, and an English Language Arts Handbook.

**Student Active Journal:** Student consumable notebook, including support for completing the Quest, close reading and note taking support, vocabulary practice, and writing workshop.

**Student Online Digital Course:** Full Digital Course for each grade with Interactivities and links to the Student eText for narrative content.

## Teacher Components

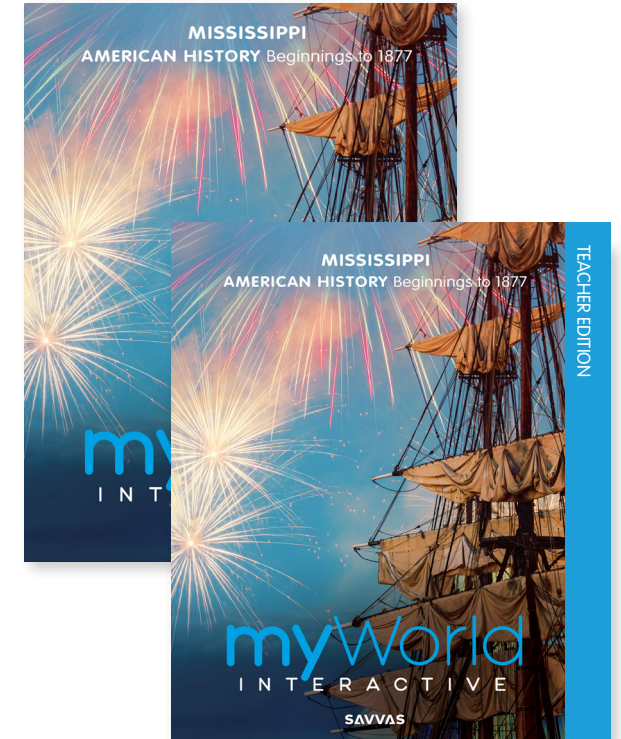
**Teacher Guide:** Print Teacher Edition with full lesson support and integrated ELD Support.

**Active Journal Answer Key:** Answer key for the student Active Journal.

**Online Teacher Resources:** Digital course with Interactivities and links to the eText for narrative content. Includes Teacher Resources and blackline masters for additional support with EL strategies, close reading, and skills instruction.

Differentiate for all students with instructional guidance in the full-wrap Teacher Edition.

- EMERGING
- EXPANDING
- BRIDGING
- SPECIAL EDUCATION
- BELOW
- ADVANCED







## GETTING STARTED IN SAVVAS REALIZE



# Meet SAVVAS realize®

As a Mississippi teacher, you have a lot on your plate. You don't need a cumbersome platform tying up your time and frustrating your students. Enter Savvas Realize®—the most versatile LMS on the market, designed with you in mind. With **one login**, you can access everything you need — from standards-aligned content and customizable assignments to **rich student data** and powerful **class planning tools**. Shared learning playlists make collaborating with other educators a breeze. And a streamlined dashboard — with quick links and visual displays inspired by our teacher users — provides students, teachers, and district administrators alike, an **easy-to-navigate**, game-changing platform so that learning can happen anytime, anywhere.

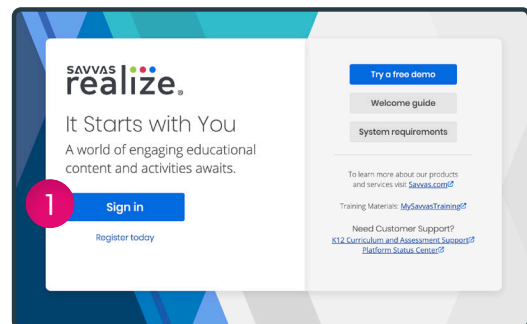
### SAVVAS realize® Integrations

<b>Rostering Tools</b>	<b>Student Information System</b>	<b>Learning Management System</b>	<b>Productivity Tools</b>
ClassLink ONEROSTER®	Aeries Infinite Campus PowerSchool	CANVAS Google Classroom Schoolology	Goole Drive OneDrive
IMS GLOBAL TrustEd Apps CERTIFIED 2022	EDTECH CERTIFIED	Google for Education Partner	<b>And Many More!</b>

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### Accessing Savvas Realize:

- 1 Go to **SavvasRealize.com** and select **Sign In**.
- 2 Log in using the username and password provided.  
Username: **MSReview68**  
Password: **Savvas4MS**



**Need Support?** We are here to help.  
[support.savvas.com](https://support.savvas.com)

### Realize key features:

- Scores travel with students if they transfer to a new class within the school or district, making it easier to pick up where they left off.
- Interactive digital content, videos, animations, and adaptive resources make learning experiences engaging and personalized.
- Seamless integrations with more than two dozen major edtech applications offer plug-and-play interoperability with top classroom tools.



# Teacher Home Page

Think of the Realize home page as your control center, where you can access assignments, assessments, and interactive student and teacher editions for one or all of your programs.

Getting Started with Realize



[Watch video >](#)

## Find Content

Search for curricular content by keyword.

## Important Alerts

Look for notifications, like when custom content has been shared with you by an administrator or fellow teacher.

## Get Help

Search for help navigating Realize; find on-demand and live learning opportunities; connect with our Customer Care Center for technical support; and contact a program specialist for curricular support.

## Navigate Anywhere

From any page, you can use the top menu to return to this **Home** screen; **Browse** all of your programs; access assignments, rosters, and data for your **Classes**; and create custom content in **My Library**.

## At-a-Glance Info

Once you have at least one class, a class card will show you key details about recent **assignments**, as well as direct access to that class's **Data** and other important information.

**i** If you have three or fewer Realize classes, your class cards will be rectangles; if you have four or more, your class cards will be squares.

## Google Classroom

An icon clearly identifies classes that have been imported from Google® Classroom.

The screenshot shows the Realize Teacher Home Page. At the top, there is a navigation menu with 'Home', 'Browse', 'Classes', and 'My Library'. On the right, there are icons for search, notifications, help, and a user profile for 'Jennifer'. The main content area is divided into two class cards. The first card is for 'World History, 1st Period' and lists three assignments: '8.1 Flipped Video: The Iron Curtain' (due Sep 10), '8.1 Lesson Synthesize: The Beginning of the Cold War' (due Sep 12), and '8.1 Lesson Quiz: The Beginning of the Cold War' (due Sep 14). The second card is for 'American History, 3rd Period' and lists three assignments: '9.1 Start Up: What Does Citizenship Mean?' (due Sep 13), '9.1 Interactive Cartoon: Immigration Reform' (due Sep 14), and '9.1 Lesson Quiz: American Citizenship' (due Sep 18). On the right side, there is a 'My Programs' section with three program cards: 'Social Studies American History: myWorld Interactive Beginnings to 1877...', 'Social Studies World Geography: myWorld Interactive', and 'Social Studies World History: myWorld Interactive Early Ages Middle Grades'. At the bottom right, there is a blue square icon with a white 'S'.

## Access Content

Click on any title in **My Programs** to see the Table of Contents and access resources for that program.

## Stay Up-to-Date

Be sure to read any message you see – it's how we share updates on new features, tips for using Realize, and other helpful information.



# Program Dashboard

Once you've selected the program you want to explore, you can find award-winning Savvas content in several ways.

## Browse Content

The **Table of Contents** aligns directly with your Savvas textbook. You can also view helpful "Getting Started" documents and videos.

## Featured Resources

Our authors and curriculum experts have selected the most important materials to highlight in **Featured Resources**.

## Find What You Want

Dynamic **search** allows you to find and filter standards-aligned content.

## Instructional Categories

View available resources by content type and choose an **instructional category** that aligns with your lesson.

## More Great Content Ahead

When you see a caret in the Table of Contents, make sure to click for more.

The screenshot shows the Savvas Realize interface for the program "American History: myWorld Interactive Beginnings to 1877 Middle Grades". At the top, there are navigation links for Home, Browse, Classes, and My Library, along with a search icon, a notification bell, a help icon, and a user profile icon labeled "MS". Below the navigation is a search bar with the text "Search resources" and buttons for "Search", "Filters", and "Standards".

The main content area is divided into several sections:

- Table of Contents:** Located on the left, it includes a "Fast Track Resources Only" toggle (currently Off) and a list of topics with right-pointing arrows: "Welcome to the Course", "Topic 1: The Early Americas and European Exploration (Prehistory-1700)", "Topic 2: European Colonization of North America (1500-1750)", "Topic 3: The Revolutionary Era (1750-1783)", "Topic 4: A Constitution for the United States (1776-Present)", "Topic 5: The Early Republic (1789-1825)", "Topic 6: The Age of Jackson and Westward Expansion (1824-1860)", "Topic 7: Society and Culture Before the Civil War (1820-1860)", "Topic 8: Sectionalism and Civil War (1820-1865)", and "Topic 9: The Reconstruction Era (1865-1877)".
- Browse by Category:** A grid of eight categories with icons: Activities (hand cursor), Assessment (checkmark), Books / Readers (book), Games (game controller), Practice (notepad), Presentations (screen with arrows), Program Resources (folder), and Teacher Support (apple).
- Featured Resources:** A row of four resource cards: "Connections to Today" (with "HOOK & INSPIRE" text), "Maps" (with a world map), "Primary Sources" (with an image of a document), and "Quest Inquiries" (with a blue light effect).



# Topic Resources

Now that you've selected the program you want to explore, dig deeper by choosing a Topic from the Table of Contents.

**eTexts**

Easily access all of the program texts online.

**Topic Opener**

Lesson resources to engage your students in the Topic contents..

**Quest Inquiry**

Each Topic opens with a Quest Topic Inquiry assignment to spark curiosity and investigation. Students participate in civic discussions, document-based writing assessments, and project-based learning activities.

**Topic Assessment**

Leveled online or editable print tests assess mastery of concepts presented in the Topic.

The screenshot shows the Savvas Realize interface for the topic 'American History: myWorld Interactive Beginnings to 1877 Middle Grades'. The page title is 'Topic 4: A Constitution for the United States (1776-Present)'. The sidebar on the left lists the following lessons: 'Introduction: A Constitution for the United States', 'Quest: Discussion: Senate Representation', 'Lesson 1: A Weak Confederation', 'Lesson 2: Drafting a Constitution', 'Lesson 3: Ideas That Influenced the Constitution', 'Lesson 4: Federalists, Antifederalists, and the Bill of Rights', 'Lesson 5: Understanding the Constitution', 'Lesson 6: Federalism and Amendments', 'Lesson 7: Citizens' Rights and Responsibilities', 'Topic Mini-Games: A Constitution for the United States', and 'Topic Review and Assessment: A Constitution for the United States'. The main content area features a search bar, filters, and standards, followed by a 'Browse by Category' section with icons for Activities, Assessment, Books / Readers, Games, Practice, Presentations, Program Resources, and Teacher Support. Below this is a 'Featured Resources' section with four items: 'Connections to Today', 'Maps', 'Primary Sources', and 'Quest Inquiries'. A callout box in the center of the main content area says 'Click on an item in the Table of Contents'. The 'eTexts' button is highlighted in the top right corner of the page.

Choose a lesson and continue.



# Lesson Dashboard

Lessons are organized for the way you teach. Choose a lesson to see all of the engaging interactive content for teaching and learning. Once you've found the perfect lesson, activity, or assessment, assigning is easy.

## Lesson Plan

The online lesson mirrors the same four-part inquiry learning model in print — connect, investigate, synthesize, and demonstrate.

## Tools

Easily access the **Online Test Bank** and **Glossary**.

## Options for Assigning Content

**Select multiple items** toggle allows you to quickly build your assignments with fewer clicks.

**Assign** content directly to individual students, small groups, or an entire class. Or **add to a playlist** as part of a larger lesson.

Scroll to see all resources.



# My Library, Realize Reader, And Interactive PDFs

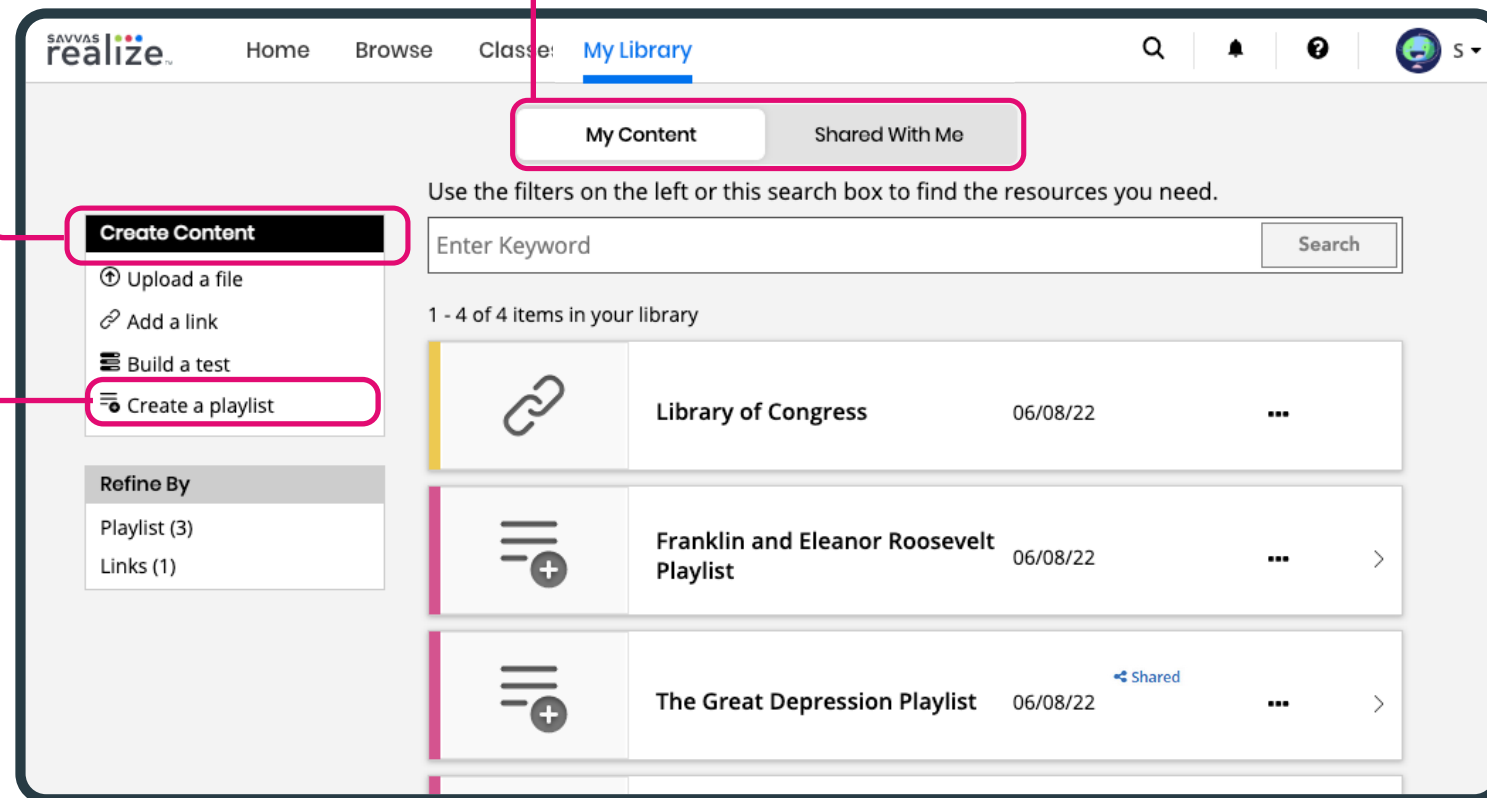
Lessons are organized for the way you teach. Choose a lesson to see all of the engaging interactive content for teaching and learning. Once you've found the perfect lesson, activity, or assessment, assigning is easy.

## Customize Your Content

Upload your own files, add links, and build tests under the **Create Content** menu.

## Your Personal Portfolio

Under **My Content** you will see all of the custom content you create. **Shared With Me** houses playlists shared with you by teachers and assessments shared with you by administrators.



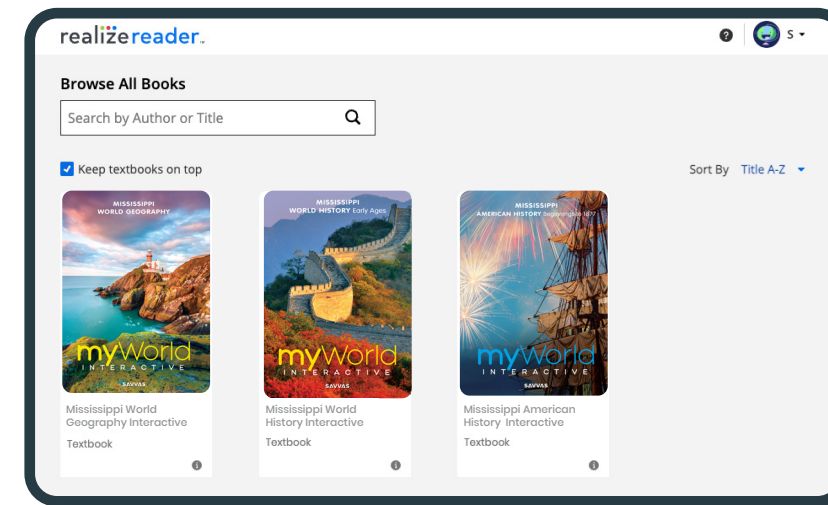
## Lesson Playlists

Create lesson playlists with content from across programs and/or your own custom content. Then, share it with teachers in your school or district.

Playlist Sharing



[Watch video >](#)



realize reader™

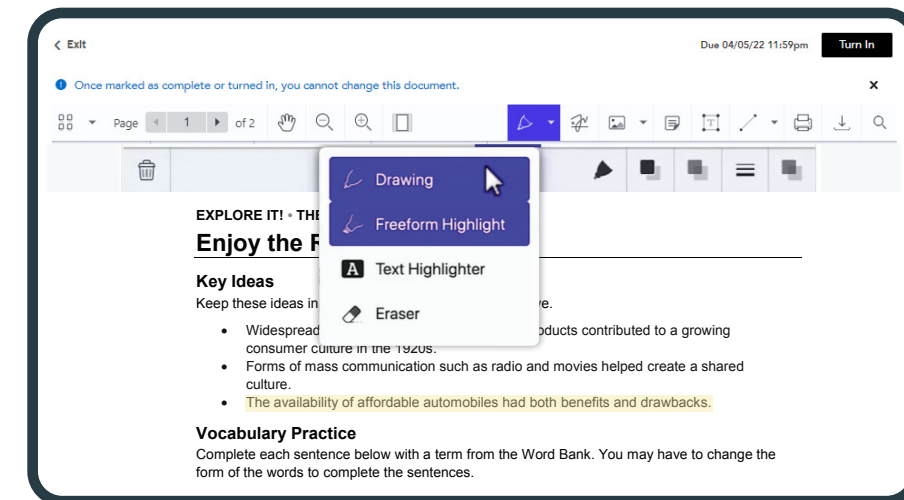
## No Internet? No Problem.

With Realize Reader™, you and your students can access Savvas eTexts—and take notes, highlight, save bookmarks, and respond to prompts—whether you're online or offline. For offline access, visit [reader.savvasrealize.com](http://reader.savvasrealize.com) and follow the directions.

Accessing eTexts Offline



[Watch video >](#)



## Interactive PDFs

Realize automatically turns any PDF into an interactive assignment – whether it's a PDF you uploaded or one that is included in your Savvas program. Students can review, mark up, and interact with PDFs, and teachers can provide feedback.

Interactive PDFs



[Watch video >](#)

# Assignments

Realize makes reviewing and scoring student work easy. You can view your class assignments directly from your Dashboard's class card, or by selecting from a list of classes under the "Classes" tab.

## Make Data-Driven Decisions

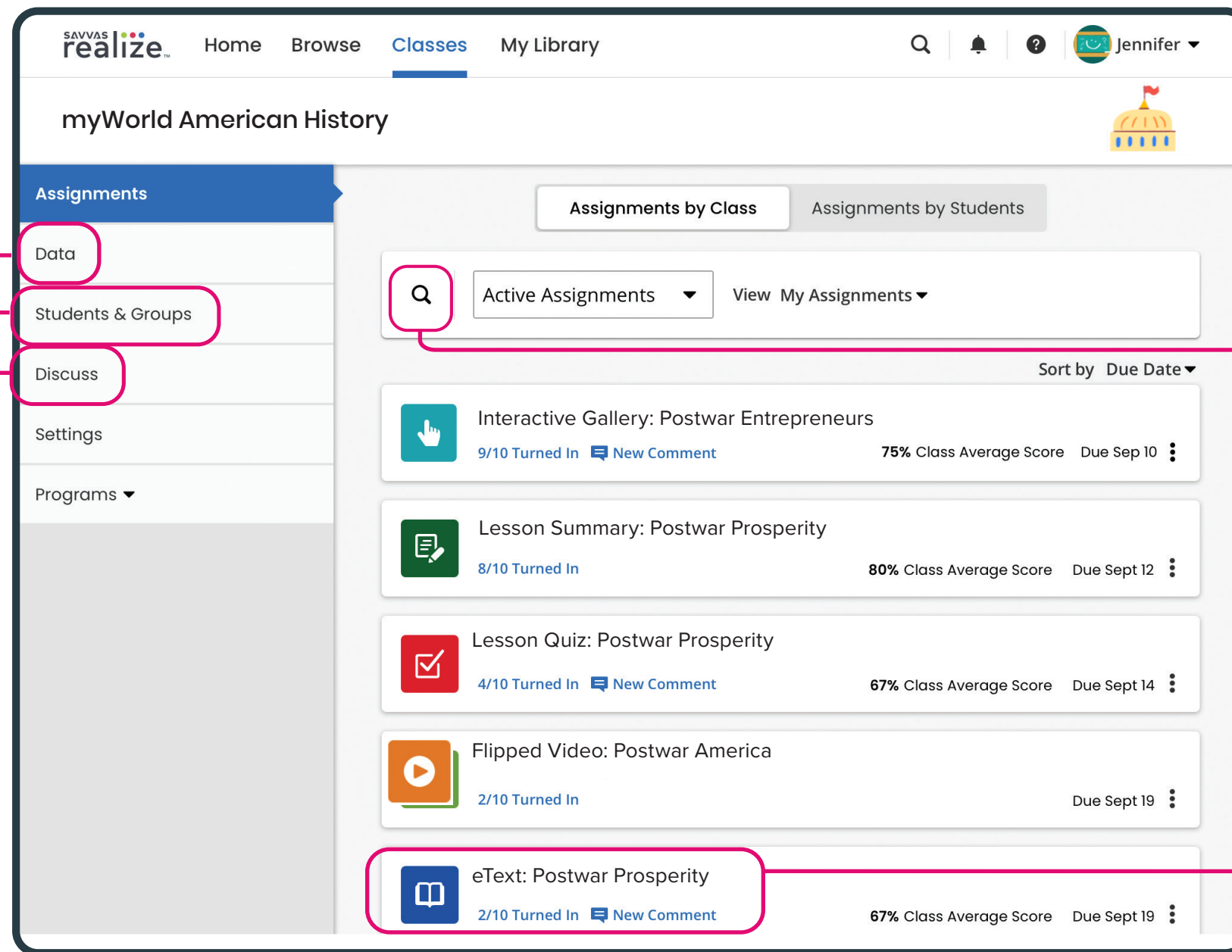
Access detailed **data** reports for auto-scored assignments.

## Target Your Instruction

See assignment progress and average score for each student in your class. Use the information to create and manage small **groups** and assign content just to them.

## Start a Discussion

Create a **prompt** or manage active discussions to keep your class engaged.



The screenshot shows the Savvas Realize interface for a class named "myWorld American History". The navigation menu on the left includes "Assignments", "Data", "Students & Groups", "Discuss", "Settings", and "Programs". The "Assignments" section is active, displaying a list of assignments. A search bar at the top right of the assignment list is highlighted with a callout box. The list includes:

- Interactive Gallery: Postwar Entrepreneurs**: 9/10 Turned In, 75% Class Average Score, Due Sep 10
- Lesson Summary: Postwar Prosperity**: 8/10 Turned In, 80% Class Average Score, Due Sept 12
- Lesson Quiz: Postwar Prosperity**: 4/10 Turned In, 67% Class Average Score, Due Sept 14
- Flipped Video: Postwar America**: 2/10 Turned In, Due Sept 19
- eText: Postwar Prosperity**: 2/10 Turned In, 67% Class Average Score, Due Sept 19

## Find What You Need

**Search** for assignments by title keywords for quick access to specific assignments.

## Dive Deeper

Click on any title to see assignment details for each student and review completed work.






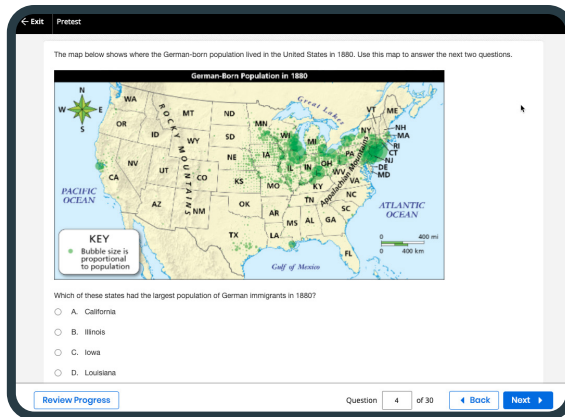
# Assessment

Realize makes checking student mastery of content easy. Assessments are organized, easily searchable, and editable.

## Online Test Bank

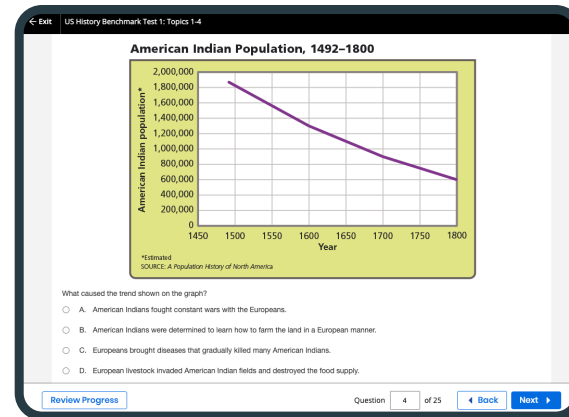
Quickly build and adapt tests for different levels of learners. Embed multimedia for students with disabilities or struggling learners. Download from the Savvas Realize® platform.

-  Delivered online with auto-score
-  Download and print
-  Customizable



### Pretest

Assess student skills and course content knowledge.



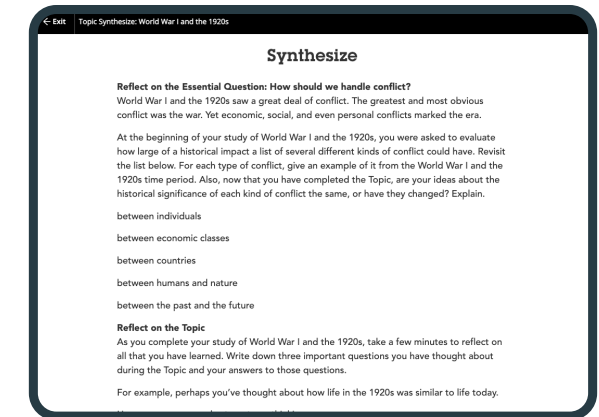
### Benchmark Tests

Assess student mastery of skills and content throughout the year.



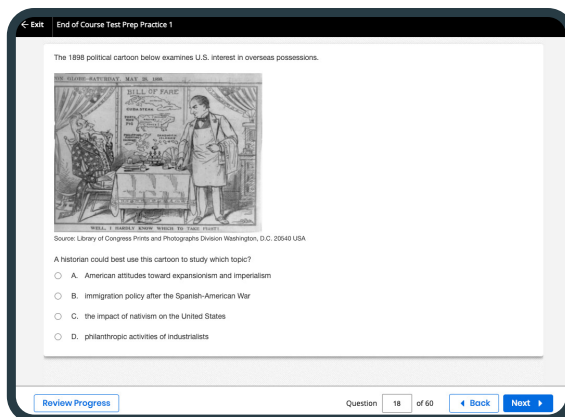
### Topic Tests

Provide formal assessment of Topic content. Answer keys include NGSSS and DOK level.



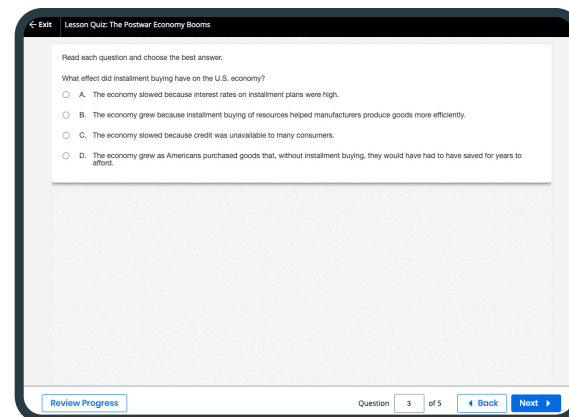
### Topic Synthesize

Online activity that requires students to apply the concepts they have learned.



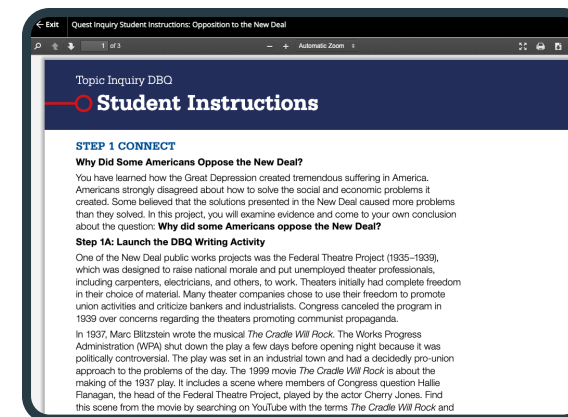
### EOC Test Prep and Practice

Ensure students understand and can apply what they've learned in order to be successful on assessments.



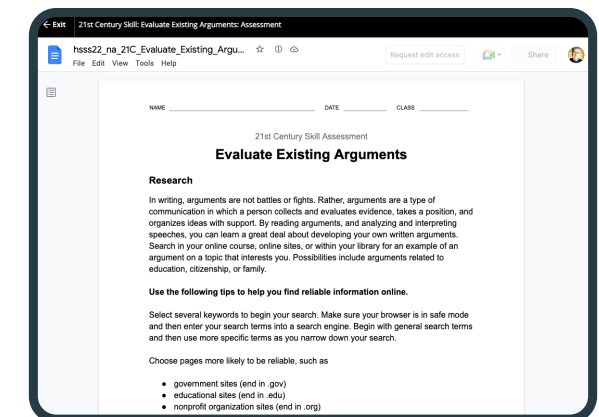
### Lesson Quizzes

Quick lesson checks inform remediation.



### Alternative Assessments

Use the Quest Topic Inquiry Civic Discussions, Projects, and Document-Based Writing Activities as alternative assessments for each Topic.



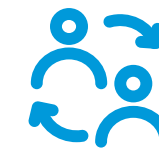
### 21st Century Skill Assessment

Evaluate understanding of peer-to-peer modeling videos and reference guide.



# Scoring

With a dynamic layout, your scoring page optimizes to the task at hand – it expands the information you need and shrinks the stuff you don't.



Scores travel with students if they transfer to a new class within the school or district, making it easier to pick up where they left off.

## Teacher's Preview

See a full list of students, organized by their progress on the assignment.

**Teacher's Preview**

Turned In (4)

- Linderson, Annabel
- Robinson, Sean
- Ferguson, Elizabeth 60%
- Walters, Quinn 84%

In Progress (4)

- Anistenopolis-Sampson Victori...
- Gardener, Giselle
- Martin, Yolanda
- Overglade, Edwina

Not Started (2)

- Donatell, Zoltan

SAVVAS realize Home Browse **Classes** My Library

US History - Period 1

Topic Test B: Postwar America 67% Avg Score Due Sept 14

Preview	Robinson, Sean	Score Assignment
(4)	Total 20 Questions	Score 12/20 (60%)
(4)	To Score Questions (1)	Expand All
RS	<p>Question 5</p> <p>Manually Scored <input type="checkbox"/> / 1 pt</p> <p>Read each question, and write your answer.</p> <p>What was the Works Progress Administration?</p> <p>The Works Progress Administration (WPA) was _____. It was responsible for _____.</p>	<p>Status</p> <p>Comments</p> <p>Turned In</p> <p>Change status</p> <p>Total Score 60 %</p>
FE 60%	Scored Questions (19)	
WQ 84%	Scored Questions (4)	
AI	Question 1	Auto Scored <input checked="" type="checkbox"/> 1 / 1 pt
GG	Question 2	Auto Scored <input type="checkbox"/> 0 / 1 pt
(2)		
DZ		
SZ		

## Manually Score Items

If you assign open-response questions or discussion prompts, you can **manually score** items by selecting the item from the list.

## Provide Feedback

Read and respond to student comments or leave your own feedback.

## Return Assignments for Redo

If a student accidentally submits an assignment early or forgets to submit a completed one, you can **Change Status** to return the assignment or submit it for the student.

## Review Auto-Scored Responses

Realize will automatically score multiple-choice items, but you can click on **auto-scored** items to see the submitted answers.



# Student Home Page

Both the Realize student and teacher interfaces are designed to mimic one another, so you and your students can navigate in parallel.

## Navigate Anywhere

Menu options on the Home Page allow your student to **Browse** their digital content, access all of their Realize **Classes**, and view their **Grades**. These menu options are available from every Realize page.

## Find Content

To search for content in Savvas Realize, click the magnifying glass icon at the top right of any page.

## Student Profile

Students can click the **Profile** icon at the top right of any Savvas Realize™ page to access the following:

- 1 The **Settings Menu** allows students to select a language and customize their Profile Home Page images.
- 2 Click **Sign Out** to close Savvas Realize™. This is especially important if your student is sharing a computer or device with others.

## At-a-Glance Info

For each of their Realize classes, students have a class card that includes recent **assignment information**, alerting them to comments and reminding them of due dates. Cards also provide access to each class's **Discussions**, **Grades**, and **Programs**.

## Get Help

The Help Menu allows students to get support on any Realize page, and to search for additional help resources.

Realize for Students and Parents



[Watch video >](#)

# Accessible Learning Environment

Savas Learning Company is committed to supporting the principles of UDL in order to provide all students access to our high quality instructional materials.

## Font Adjustments

Easily adjust font size for optimal viewing. Text can be resized without assistive technology up to 200%.

## Background

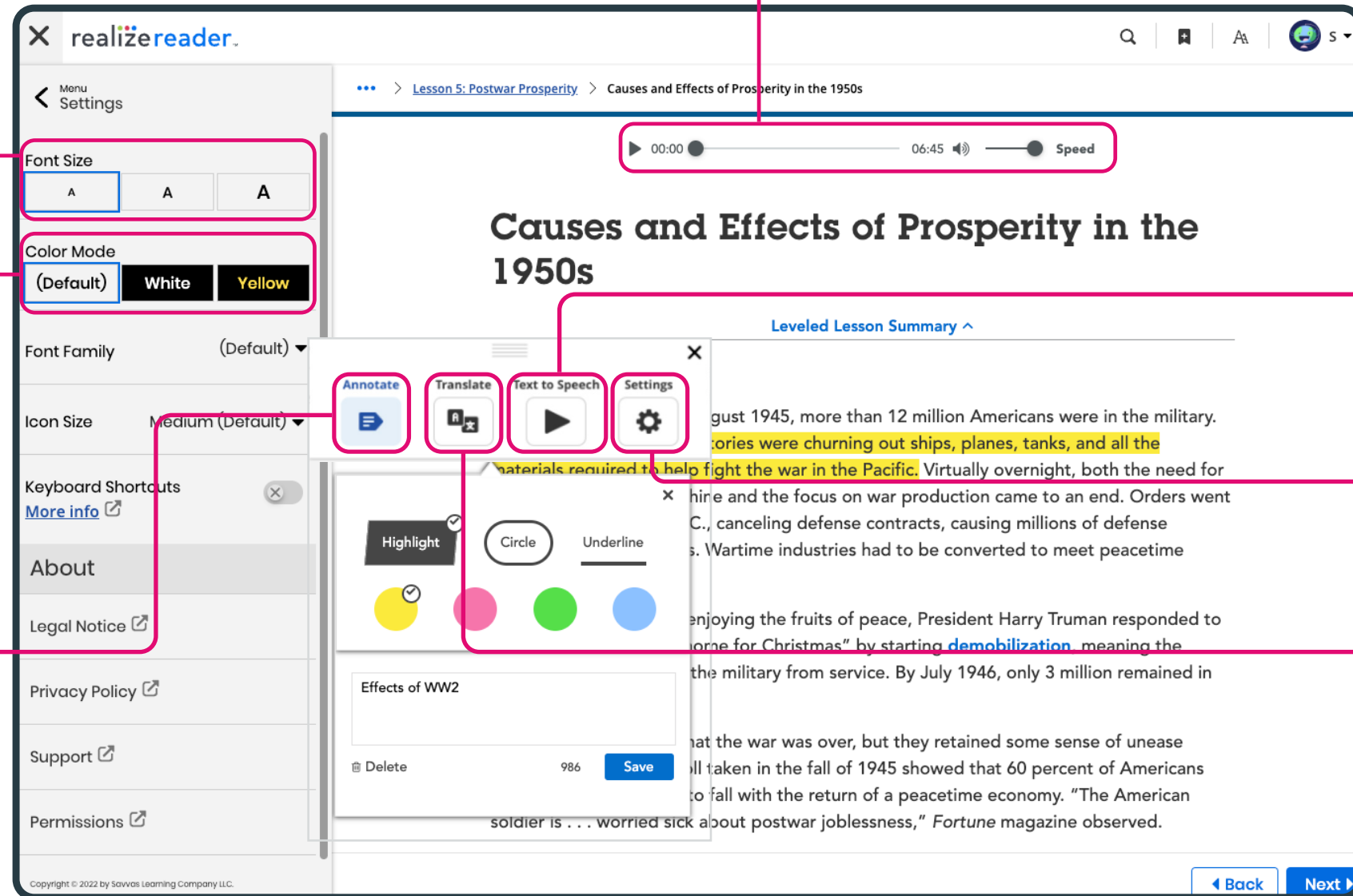
High color contrast settings are available in Realize Reader™. Colors and background colors can also be adjusted via device manufacturers' built-in settings or built-in browser settings.

## Annotations

Students can highlight, circle, and underline in multiple colors and add notes to each.

## Audio

Turns written text into spoken word. Improve listening skills and overall level of comprehension by adjusting audio speed.



## Text to Speech

Listen to the selected text being read out loud with synchronized highlighting.

## Settings

Select a default language for translation.

## Translate

Highlighted text can be translated into over 100 languages. Many also include audio read aloud in the selected language.

## Additional Accessibility Features:

**Images:** Alt-tagging of navigation elements and content images.

**Video Closed Captioning:** All student-facing videos have either text on screen or closed captioning.

**Refreshable Braille Displays:** The Student Editions, including image tags, are compatible with JAWS and will also work with refreshable Braille displays. Captions are in SRT format.



# Everything is Just a CLICK Away

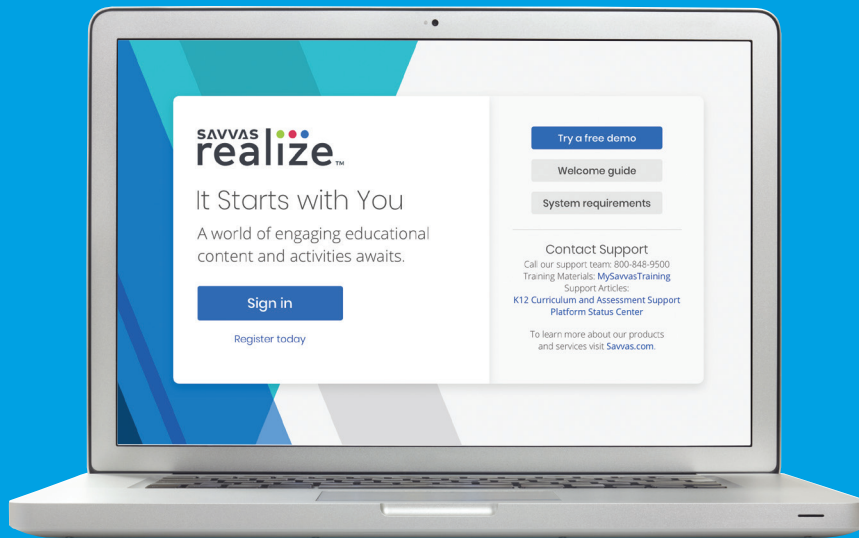


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INTERACTIVE

With one login, you can access everything—customizable assignments to calendars, analytics, and student grouping. Now Realize is even better with a newly refined look, deeper integrations, easier ways to collaborate, and more versatility. Savvas Realize moves learning forward to better serve each student, teacher, and Mississippi school district.

## SavvasRealize.com



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your **MISSISSIPPI** Account Manager.

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