



HMH SOCIAL STUDIES

Captivate Minds. **Connect** to the World.



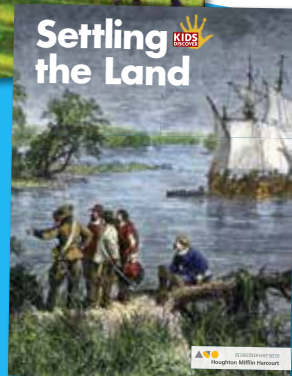
An *Innovative* New Social Studies Solution for Grades K–6



Deliver a wide world of learning to your students—and captivate minds!

Imagine a classroom where students are completely immersed in engaging content that is standards-based and student-friendly, fits right into daily instruction, and supports inquiry-based learning in just 15 minutes per day!

Research shows that building prior knowledge leads to greater understanding. Our dynamic, high-interest magazines inspire students to absorb new content that connects them to the world and prepares them to become contributing members of our increasingly global society.



INTRODUCING



HMH SOCIAL STUDIES

A **revolutionary, integrated, and comprehensive K–6 Social Studies** program designed to help students reach new levels of engagement and teachers reach new levels of efficiency with:

FLEXIBILITY FOR EVERY CLASSROOM

Teach social studies and meet literacy goals through fast, easy, integrated, and intuitive materials that fit any model of instruction.

CONTENT THAT CAPTIVATES

Capture students' interest with glossy, graphic magazines filled with photography, images, infographics, and text that students actually *look forward* to reading!

SUPPORT TO ENHANCE TEACHING & LEARNING

Comprehensive professional learning solutions are mapped to your goals, data-driven, and delivered by experts in the field. Technology tools accelerate academic performance.

TABLE OF CONTENTS

2	Flexibility for Every Classroom
8	Content That Captivates
12	Support to Enhance Teaching & Learning
16	Magazines by Grade Level

A Flexible Way to Create Context



How can you fulfill the need for dedicated social studies instruction and meet new academic standards when class time is limited? ***HMH Kids Discover Social Studies*** provides a way to integrate essential nonfiction content while meeting literacy goals, helping you make the most of every minute. In just a short amount of time, students have the opportunity to develop strong contextual foundations on which they can build knowledge.

- ✓ Teach social studies *where it fits* into your day—from a single spread to a full magazine
- ✓ Meet literacy goals while teaching social studies through fast, easy, integrated, and intuitive materials
- ✓ Provide both hands-on and digital access to digestible and immersive content as well as games and activities that appeal and excite
- ✓ Utilize curated content and integrate custom lessons to support your students' needs with the *HMH Player*® app and other digital support tools

Give Students **More Time** with Nonfiction, Informational Content

Easily meet instructional goals for social studies and literacy with these stunning and glossy consumable magazines full of mini-lessons, covering a diverse array of grade-appropriate topics and conducive to easy scheduling.



Make History and World Events More Accessible for All Students!

HMH Kids Discover Social Studies delivers concise and appropriate social studies content that can be easily integrated within a variety of classroom schedules. The immersive program also provides the reading support and scaffolding needed to prepare students for successful futures. The Teacher's Guide offers scaffolded ELD support and suggestions for keeping the whole class engaged with content, differentiation, and collaboration.

Spanish and English content, plus audio, is available online for all Student Magazines.

OBJECTIVES

- Identify what all people need in order to live.
- Explain how the places people live affect their clothing, shelter, and transportation.
- LANGUAGE** Compare different places shown in photos and explain how people live there.



ENGLISH LANGUAGE DEVELOPMENT

- Substantial** Provide children with pictures of different kinds of transportation, such as a car, bus, and train. Have children point out each item to you as you name it. Continue with pictures and words for food and shelter.
- Moderate** Provide children with pictures of different kinds of transportation, food, and shelter. Have children name each item. Start a word web for each of the three categories. Have children place each picture on the correct web and name the category. Provide sentence frames, as necessary: This _____ is food. This _____ is shelter. This _____ is transportation.
- Light** Complete the activity above. Then have children talk about the words on each web with the following sentence frame: A _____ is a kind of _____.

Connect
Link to Visual Arts
 Have children work in pairs to use blocks to construct a model of a house for a particular kind of place—cold, hot and dry, or wet. They can use the picture on Magazine p. 15 as a resource or pictures they may find in books or online. Have each pair share their house with another pair and talk about how the house offers protection from the climate.

Grade 1, Teacher's Guide, pages 78-79

Standards-based objectives in the Teacher's Guide align to social studies content, ELA, and ELD standards.

Differentiated instruction tools in *HMH Kids Discover Social Studies* build a strong knowledge base and promote effective expression for all students—from struggling readers and learners with disabilities to English language learners and advanced learners.

Language X-Ray integrates ELD standards by guiding students through language, genre, idioms, and cultural references to encourage language development.

The New Nation Access and Equity

LANGUAGE X-RAY

Use the Language X-Ray to prepare for teaching *The New Nation*. Use it to plan, support, and scaffold instruction in order to help students understand the text.

Zoom in on Genre

In social studies texts, authors often use cohesive devices to refer the reader back or forward in the text. For example, they may use different words and phrases that refer to a single person, place, thing, or idea. This helps the reader understand how information is connected.

Use the following examples to help students understand how writers use pronouns (including personal pronouns such as *they*, indefinite pronouns such as *some*, and demonstrative pronouns such as *this*) to refer back to words and phrases in text.

Between 1789 and 1850, **waves of immigrants** from Ireland, England, Scotland, and Germany came to the United States to start new lives in the young republic. **Some** wanted to get away from hard times and hunger.

Many German immigrants in the early 1800s came from small family farms. Manufacturing had begun to replace agriculture. **They** saw the old way of life disappear over time.

Use the following examples to help students understand how writers use synonyms to refer back to nouns in text.

Many built **homes** along the Ohio River. Some of these **settlements** were near American Indian lands. Early pioneer **boats** were basic log rafts. Soon, more advanced **craft** were traveling the rivers of the new republic.

Zoom in on Words and Phrases

waves of immigrants (idiom) = groups of immigrants who arrived during the same period of time
crop failures = the death of all plants on a farm from disease or bad weather
wilderness = land that is covered with trees far away from towns or cities
barely any road at all = not very much road at all
horse-drawn wagons = wagons that horses pull
huge explosion of settlers = huge increase in the number of settlers
transporting goods = taking things that people need and use from one place to another
territories = lands outside of a country that are not yet part of a country
log cabin = house made out of the trunks of trees
chores = work or jobs people do every day

Zoom in on Cultural References

In this Magazine, students read excerpts of tall tales about Paul Bunyan and Babe the Blue Ox. You may wish to introduce the genre of the tall tale and explain how it blends fact and exaggeration for comic effect. Discuss with students how context influences the meaning of a story, for example, how a tale that is exaggerated for a humorous effect may be different from simply lying. Invite students to share any funny or exaggerated tales that they know.

116 Kids Discover The United States: Revolution Through Civil War

Grade 5, Teacher's Guide, page 116

Early Romans

Vocabulary Network

Language Objectives

- Acquire new vocabulary
- Evaluate word choices.
- Combine clues to connect ideas.

Use the Vocabulary Network to help students expand their understanding of the concepts in *Early Romans*. This network shows the relationships among selected words, examples, related terms, synonyms, antonyms, definitions, etymologies, and cognates. At least four of these words are vocabulary words. Other words are drawn from the Magazine, and represent words important to key ideas presented in the text.

Distribute the cards.

Instructions: Distribute the network. Provide the starting words. Work with students to complete the network for each word. You may also ask students to work in pairs and then share and compare their work with classmates.

KEY

example	antonym	etymology	synonym
definition	definition	alternate meaning	
synonym	antonym	related language	

Grade 6, Teacher's Guide, page 119

Vocabulary Network builds word concepts with connected examples and related forms of word pairings so that students can make meaning of the language.

Connections that Extend **Beyond** the Lesson

Use our extensive Teacher's Guide to break down the lesson and highlight skills learned.

Get Started!

Concept Map

Inquire Explain to children that they will be reading *Leaders and Government*. Ask: What are some things that a leader does? Work with children to start a concept map on the board with the word *leaders* in the middle.

Explore As children read the Magazine, have them keep a list of information related to leaders and leadership. Encourage children to add words to the concept map to show the connections between leadership, government, and community.

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Get Set to Read

Tell children that they can use an anticipation guide to think about what they know about leaders and government. Distribute [Anticipation Guide](#). Ask children to work in pairs to mark each statement true or false. Review the statements orally with the entire class.

Preview

Distribute *Leaders and Government* and model how to preview it. Draw children's attention to the heading on an individual page spread and explain that it gives a clue about the main idea of the two pages. Point out the main body of text on a spread and explain that this is the main information on the two pages. Everything else on the pages will support the information in these paragraphs.

Finally, draw children's attention to the bottom of the first spread. Point out the question on the sign and explain that the bottom of each page looks like a game board. After reading each spread, children can use each question and the summary information on the game board space as a way to check their understanding before continuing to the next page.

Performance Tasks

Preview the activities on Magazine page 18. Explain that children will use these activities to show what they have learned about how government works. As children read the Magazine, encourage them to take notes on important ideas and details that will help them complete these culminating tasks.

92 Kids Discover: Neighborhoods and Community

Inquire

Compelling Question

Display the compelling question on the board for children to refer to while reading the Magazine.

How do governments run your community, state, and country?

Discussion Refer to the compelling question and tell children that a government is a group of people that work together to run a community. Citizens of a community choose a small group of people as leaders, and those leaders make many decisions for the community. The government also makes sure that the community has people to do jobs to keep people safe and happy. To get children thinking about how this topic relates to their interests and lives, ask:

• What problems do you see in the community that people need to fix?

• What leaders do you know in this community? This state? The United States?

ENGLISH LANGUAGE DEVELOPMENT

Unpack the Compelling Question Point to the compelling question and read it aloud. Model ways to unpack, or take apart, text to find meaning.

Focus on Meaning Ask children to explain the question. Use the following to aid understanding:

• A community is the town or city where people live. What is the name of our community?

• Our state is one of fifty states in this country. What is the name of our state?

• The word run can mean "to move faster than walking." It can also mean "to be in charge of" or "lead" in the classroom.

Focus on Form Help children examine the use of commas in the question: What three words do they separate?

In Our Own Words Prompt children to tell in their own words what the question means.

Content in Focus

Make Connections Discuss with children the need for rules at home and at school. First, ask volunteers to list classroom rules and to give examples of problems created when the rules are not followed. Explain to children that, just like we have rules in the classroom, and your family makes rules for how everyone should act at home, people who live in this town, this state, and this country follow rules. Some of these rules are called laws. The laws are in place so people don't get hurt, and so everything is fair. If people break these laws, there are consequences. Have children think about rules they follow in their own lives as they read about laws in *Leaders and Government*.

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Reading Social Studies

Main Idea and Details Like all informational texts, *Leaders and Government* includes information that supports its main ideas. Explain that a book can have a main idea, as can a section of a book, or even a paragraph. The main idea is the most important idea. Other pieces of information, called *details*, tell more about the main idea.

- Write the following sentence on the board: *The building on the cover is the United States Capitol.*
- Have children suggest sentences about the appearance of the building. List these as supporting details for the main idea.

For additional instruction and practice in identifying main ideas and details, tell children to go online to [Reading Social Studies: Main Idea and Details](#).

Critical Thinking Skills

Solve a Problem Remind children that a problem is something that makes things difficult. A solution is a way to solve the problem.

- Pose the following problem: *I can't lift a box by myself.* Ask children how they would solve the problem.
- Have children provide examples of problems they have recently solved.

For additional instruction and practice in solving problems, tell children to go online to [Critical Thinking Skills: Solve a Problem](#).

Participation Skills

Make a Choice by Voting While reading *Leaders and Government*, children will learn what it means to vote. Explain that by voting, you help make a decision. If enough people vote the same way that you do, your choice will be selected.

- Present a situation for children to vote on, such as *What game should we play?*
- Tally children's votes and declare the winner of the vote.

For additional instruction and practice in making a choice by voting, tell children to go online to [Participation Skills: Make a Choice by Voting](#).

Grade 2, Teacher's Guide, page 92

Unpacking the Text uses concept maps, anticipation guides, and other activities to focus students on meaning, form, and content.

Foundational skills utilize both reading and social studies to foster **content knowledge** across the disciplines.

Introduce

Previewing Vocabulary

Sixteen vocabulary words have been identified for *Settling the Land*. The words in this Magazine include general academic and domain-specific vocabulary. As students become familiar with these words, they also deepen their understanding of social studies concepts.

Use the word card activities below and the Vocabulary Cards, pp. V22–V25, found at the back of this Teacher's Edition and online [Vocabulary Cards](#) to preview the vocabulary words and help students approach reading the text confidently. Additional practice pages and a glossary are located online. You may want to use these resources to review the words after students have read *Settling the Land*.

Settling the Land Vocabulary

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Teach

Word Card Activities

Matching

Copy the word and definition pages separately and cut out the cards. Paste the word cards around the edge of a large piece of tag board. Ask students to attach the definitions to their words using clothespins.

Skimming the Text

Help students practice skimming skills by presenting them with a sentence or word from the Magazine and the page number where it is located. (The sentence and page numbers are identified on the definition side of the cards.) Model how to skim the page for the word. Then present another word and have students practice skimming the page for that word.

Challenge: Give students a sentence, but not the page number. Encourage them to skim the Magazine for the appropriate topic pages and then skim for the word.

Resources

[Crossword Puzzle](#) [Magazine Glossary](#)
[Classroom Cards](#) [Classroom Cards](#)

Magazine Vocabulary

explorer *n.* A person who goes to find out about a place. (p. 4)
European explorers travelled on ships to find out what the lands to the west had to offer.

convert *v.* To change. (p. 4)
My friend decided to convert to become a member of our church.

claim *v.* To say that something belongs to you. (p. 4)
Who will claim the backpack that was left in the classroom?

settlers *n.* A new community. (p. 4)
Developers knocked down the forest to make room for the settlement of new residents.

missions *n.* Religious communities. (p. 4)
Spanish priests started missions in California to claim more land.

colony *n.* A settlement that is ruled by another country. (p. 8)
England sent officials across the ocean to govern its colonies in North America.

plantation *n.* A large farm on which crops are raised. (p. 9)
Enslaved people often worked together on a plantation.

revolution *n.* A fight for a change in a government. (p. 12)
Dishappy with the King, the colonists started a revolution, hoping to gain more freedom.

Independence *n.* Freedom. (p. 12)
The colonists fought for independence so they would have the freedom from British government.

constitution *n.* A written set of laws that tells how a government will work. (p. 12)
The leaders of the new government wrote a constitution so everyone would understand its laws.

Frontier *n.* Land beyond the settled part of a country. (p. 14)
It became more crowded, the family decided to move west to the open frontier.

pioneer *n.* A person who helps settle a new land. (p. 14)
The first pioneers of the town built houses and grew crops.

homestead *n.* A home and its surrounding land. (p. 15)
The family members established their homestead near a river so they could get water for their home and farm.

transcontinental *a.* Going across a continent. (p. 15)
A transcontinental railroad allowed people to travel from the east coast of North America to the west.

boomtown *n.* A town that grows very quickly. (pp. 14–15, online)
When gold was discovered near the small town, it became a boomtown, with thousands of people arriving within a year.

immigrant *n.* A person who comes to settle in a country from somewhere else in the world. (p. 16)
Immigrants move to the United States from countries all over the world.

146 Kids Discover Communities, Near and Far

Teach

Word Card Activities

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Copy the word and definition pages separately and cut out the cards. Paste the word cards around the edge of a large piece of tag board. Ask students to attach the definitions to their words using clothespins.

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Grade 3, Teacher's Guide, page 146

Instruction for All Learners

Struggling Learners

Using a sequence chart can help struggling learners connect events and ideas throughout the text. Help students use dates and time order clue words to fill in the sequence chart.

- Guide students to understand that the timeline on Magazine pp. 14–15 shows time order. Draw a sequence chart and complete it with important details, including the dates.
- Add other details as you continue to read the Magazine.

Learnners with Disabilities

To help students take notes and complete graphic organizers, provide partially completed sequence charts or timelines and pause while reading to prompt when it would be appropriate to record details.

- Before reading, complete model sequence charts and timelines about your classroom schedule or weekly events.
- Consider recording key dates on sticky notes for students to place on timelines.

English Language Learners

Build context and vocabulary for students by reviewing the Magazine with the class.

- Using the vocabulary list and the Zoom in on Words and Phrases box, preview words and phrases with students before reading.
- Have students use words and phrases to describe what they see in illustrations and photographs in order to preview content.

Advanced Learners

Encourage students to extend their understanding of the content of Magazine pp. 16–17 by researching immigration to the United States today.

- Have students use online resources, such as census and other government data, to find lists of the countries most represented by immigration to the United States in recent years.
- Students can decide on a way to present this information in a visual way, such as a table or map.

Settling the Land 145

Grade 3, Teacher's Guide, page 145

Academic and domain-specific vocabulary is explicitly identified and taught through previewing exercises and vocabulary games.

The **Connect** feature links to math, economics, and visual arts to provide interdisciplinary connections to expand learning.

Connect

Link to Visual Arts

Have children work in pairs to use blocks to construct a model of a house for a particular kind of floor—solid, hot and dry, or wet. They can use the picture on Magazine p. 10 as a resource or picture they may find in books or online. Have each pair share their house with another pair and talk about how the house offers protection from the climate.

For Learners with Disabilities

Encourage children to act out the information provided in the photos. For example, they can skittle for the cold photos and wiggle their toes for the hot photos. They can make something to represent children at playing and laughing in the sand.

Connect

Link to Science

Present the image of Indians being fighting a grizzly bear on page 5. Explain that grizzly bears were once common throughout all of western North America, from the midwestern areas of Missouri to the northern tip of Alaska. Settlers hunted and killed them aggressively throughout the 1800s and early 1900s.

- Have students work in pairs to answer these questions.
 - In what percentage of the area that grizzlies once inhabited do bears still live? (2 percent)
 - What were grizzlies hunted an endangered species? (2017)

Discuss students' answers and why grizzlies were hunted. Grizzlies killed several gold miners.

Science 1.1.5.1.b

Connect

Link to Health

Discuss that good citizenship applies to behavior within the home as well. Many children have responsibilities involving household chores and care-taking. They also have the responsibility to be kind to family members. In return, they have the right to feel safe and supported in the home. Have children give examples of responsibilities they take care of at home.

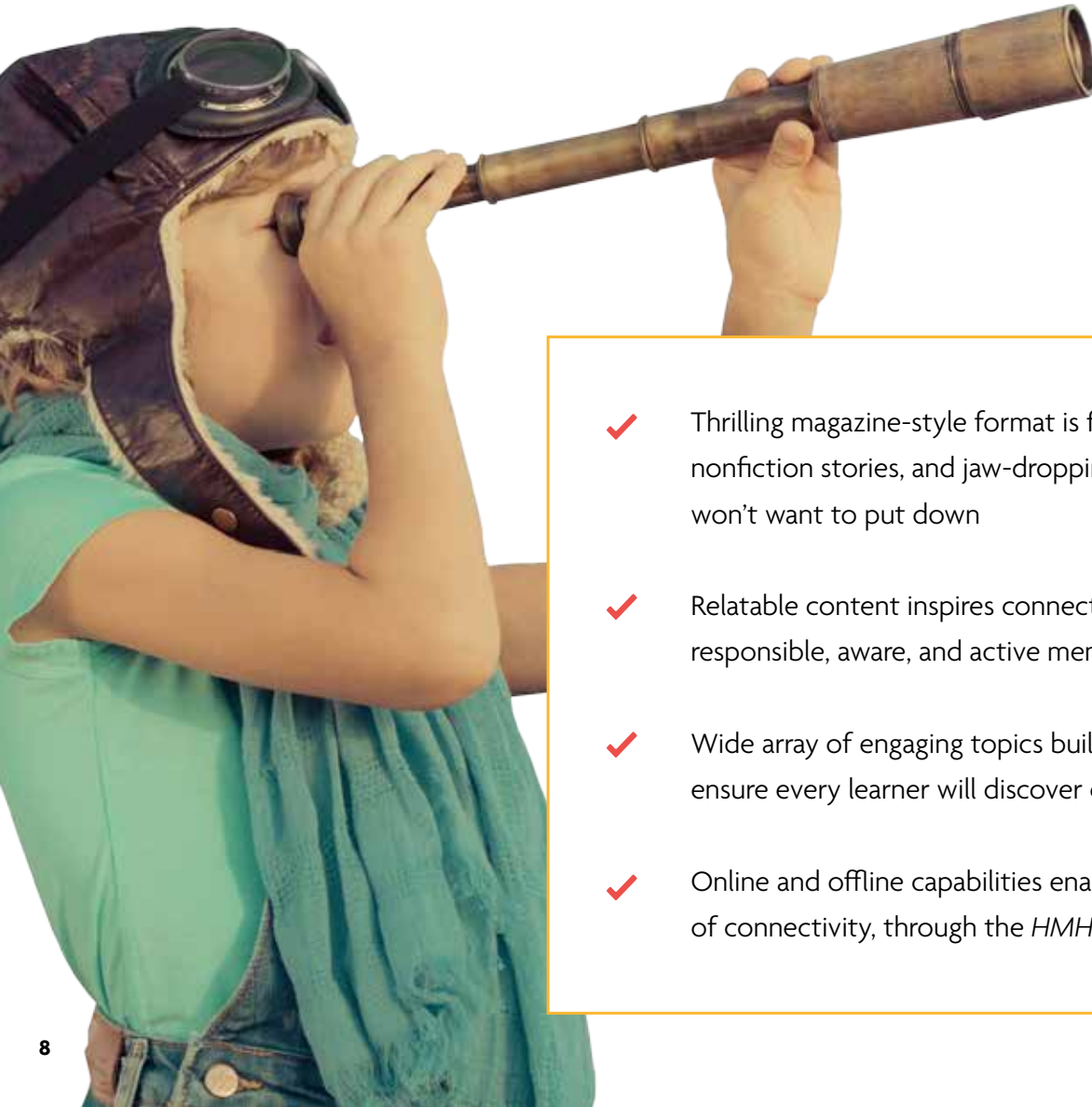
For Struggling Learners

Use a two-column chart to help children grasp the idea of rights and responsibilities. In addition to the examples given on the record, include examples from the discussion that the children can relate to, such as listening while someone is speaking and the right to have a break at lunchtime.

Dynamic Content Students Crave

This is the quality, reliable social studies content teachers have been looking for—organized into a standards-based curriculum that students actually **look forward** to reading!

HMH Kids Discover Social Studies provides so much engaging content packed into easily digestible, graphic magazines. Each issue is filled with high-interest imagery and text that brings moments in history and current events to life in the classroom.

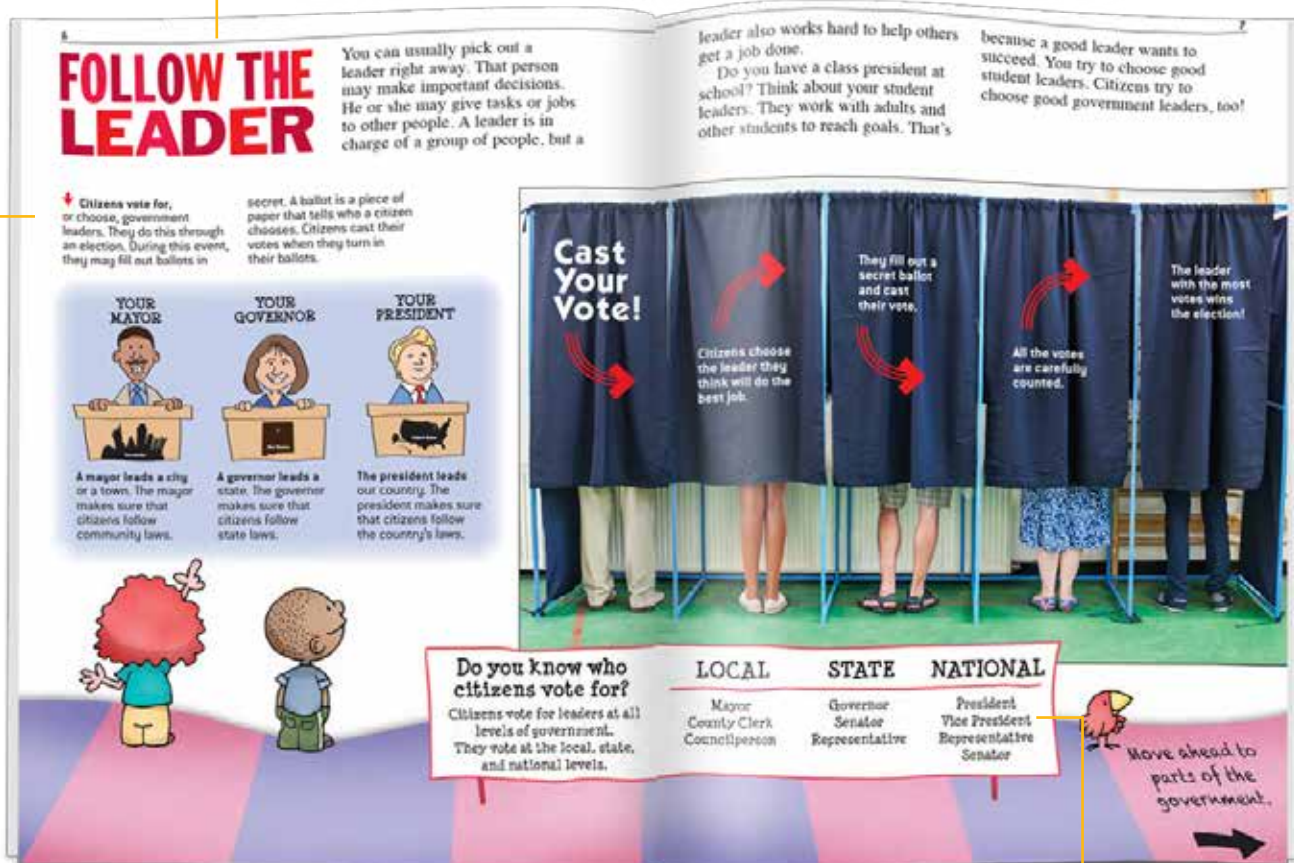


- ✓ Thrilling magazine-style format is full of fascinating facts, nonfiction stories, and jaw-dropping visuals that students won't want to put down
- ✓ Relatable content inspires connections that develop responsible, aware, and active members of society
- ✓ Wide array of engaging topics build literacy skills and ensure every learner will discover content they covet
- ✓ Online and offline capabilities enable access, regardless of connectivity, through the *HMH Player*

Every Page: Relatable and Memorable

Invite students to discover their world through enjoyable, interactive, hands-on lessons that incorporate other disciplines while building social studies content knowledge.

Motivating and streamlined Student Magazines offer topic-based **informational text** readings to keep students focused and make learning an adventure.



Leaders in Government, Student Magazine pages 6-7

Engaging, bite-sized content introduces a **new experience each day** using vivid images, new layouts, and specific objectives to make content acquisition achievable.

Consumable footprint enables students to **own their knowledge** and build their **personal library**.

Fun and **Interactive Learning**— Every Lesson, Every Day!

Each lesson asks students to **imagine, think, and partake** in hands-on activities, so they are always processing information. Program features, like previewing exercises and games, provide explicit reading and vocabulary instruction while teaching social studies—supporting both ELA standards and ELD populations. Grade-level topics presented in a high-interest manner foster students' innate curiosity and keep them coming back for more!



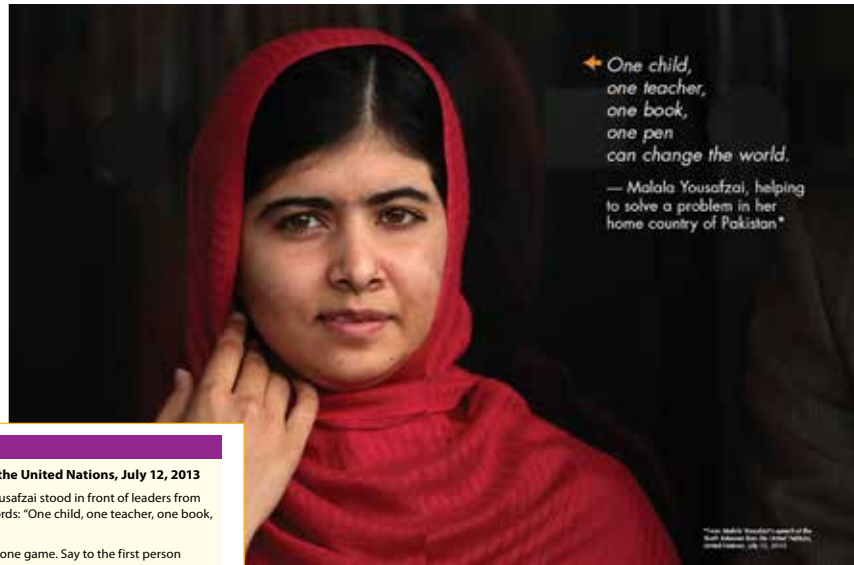
When students laugh,
the content sticks!

Humorous **cartoons** and **jokes**
pique student curiosity.



Interactive maps, videos, hotspots, interactive diagrams, 360 sliders, panoramas, and Learn More Online activities provide additional opportunities to extend the learning.

Teachers have the tools they need at their fingertips to help students make connections.



Primary Source

Malala Yousafzai's Speech to the United Nations, July 12, 2013

Explain to children that Malala Yousafzai stood in front of leaders from around the world and said the words: "One child, one teacher, one book, one pen can change the world."

Analyze Source Play the telephone game. Say to the first person "Malala is a very brave young girl." See how the message changes when it gets all the way through the class. Explain that when messages go through many people they can sometimes get drastically changed. However, Malala's words were written down by people who were at her speech. Her speech was also recorded by video so we could see her and hear her words firsthand.

Consider having children watch a portion of Yousafzai's speech. Search the Internet under the key term *Malala Yousafzai U.N. speech*. In your search, videos of the speech will also appear.

Grade K, Teacher's Guide, pages 18–19

Interaction with **primary sources** gives students the experience of thinking and acting like historians.

Settling the Land

Your students will discover why European explorers first came to North America, the effects of their settlements on American Indians, and how immigration and migration have continued to change our country over the centuries.

COMPELLING QUESTION
What motivated people to immigrate to the United States and settle in different areas?

Activities

Magazine Activities Preview

At the end of this Magazine, students will have the opportunity to complete two performance task activities:

- Work together to make a community history scrapbook about their own community.
- Write a letter describing their community from the point of view of an early settler.

Grade 3, Teacher's Guide, page 141

Compelling Questions frame the teaching and learning inquiry path and support intellectually challenging content.

Activities

QUESTIONS FROM A REPORTER

Imagine you're a newspaper reporter at the time of the War of 1812. Your assignment is to interview Francis Scott Key, the person who wrote the poem that would become "The Star Spangled Banner." Write the questions you plan to ask during the interview. One could be about Francis Scott Key's experience witnessing the Battle of Fort Mifflin. Others might be about specific parts of the poem. Do your best to write questions that will lead to interesting answers.

WRITE A TALL TALE

Do research to learn about a real-life pioneer. Find out interesting things this person did. For example, what challenges did the person face on the frontier? What problems did the person solve? Use your research and your imagination to create a tall tale about the person. Remember, a tall tale is an exaggerated story. Have fun stretching the truth about your character, but be sure to include parts that are real as well as imaginary. Share your amazing tale with others!

The New Nation, Student Magazine, page 18

Integrated activities and projects guide students to demonstrate what they've learned through performance tasks.

Support to Enhance Student Engagement & Teacher Efficiency



Preparing your students to be college and career ready can be a challenge—especially when class time is limited. As a teacher, you want to prepare your students to be active and engaged citizens—and we offer the support you’ve been looking for to make teaching social studies a seamless experience.

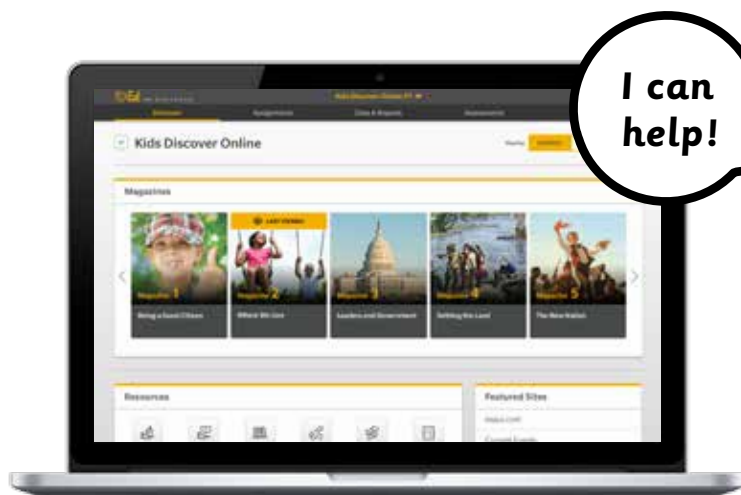
To help teachers feel confident about their instruction, we offer a host of options to facilitate implementation and effective delivery. Our support allows you to:

- ✓ **Prepare** your students to be globally aware and informed
- ✓ **Promote** inquiry and active learning for your students
- ✓ **Foster** your students’ civic pride and participation

Our digital tools make instruction, assessment, and access effective, efficient, and constant. Strong technical support ensures seamless integration of technology plus access to program expert assistance.

Technology to **Enhance** Instruction

As an educator, you understand the power of technology when it comes to empowering learning and activating students' interest. We do too. So we've embedded digital tools that help bring the teaching—and the learning—full circle.



I can help!

Meet Ed

your friend in learning

This NEW, innovative **online learning system** supports teachers by simplifying their instructional practice through easy access and intuitive pathways to key content, assignments, assessments, and data. For students, *Ed: Your Friend in Learning* – combines combines the best of technology with **HMH Kids Discover Social Studies** content to personalize the learning experience for every student. Also, via our HMH Player® app, students can download content when online, work offline, and sync-up when reconnected.



Reporting & Analytics



Student eBooks for each magazine!



The **Support You Need**—When You Need It

Our comprehensive Professional Learning solutions for leaders, teachers, and families are data- and evidence-driven, mapped to your goals, centered around your students, and delivered by master educators. These tailored, flexible solutions were designed with one goal in mind: to help you more effectively prepare students for college, career, and civic life: known as the C3 Framework for Social Studies State Standards.

Start Strong, Finish Stronger

A Getting Started with ***Kids Discover Social Studies*** course will orient you to the program materials and technology, examine the instructional routines, help you support differentiation, and provide effective whole- and small-group instruction.

Need additional support with technology? Our **technical services team** can help you plan, prepare, implement, and optimize your technology so you can get the most out of ***HMH Kids Discover Social Studies*** digital tools. We will help to enhance your technology with learning management system interoperability, rostering, and single sign on within your environment.

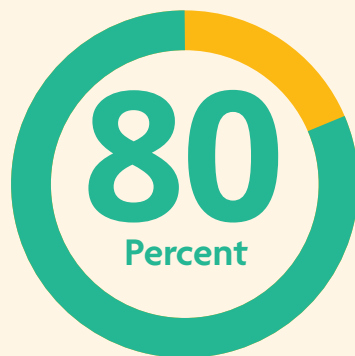
Build Capacity, Ensure Success with In-Classroom Support

Our professional learning will provide you with a deeper knowledge of Social Studies standards, in-class support to facilitate instructional strategies and routines, and confidence to teach literacy alongside Social Studies.

You'll get even more personalized support with our **Team and Individual Coaching**. We'll be there to help you plan your lessons and model how to incorporate instructional strategies that help students master C3 concepts:

- ✓ Read and analyze social studies content, news reports, and other media
- ✓ Interpret content and evaluate the source
- ✓ Develop questioning skills, identify bias, and draw conclusions

Proven Results



In 2014, 80% of teachers reported that coaching significantly strengthened their classroom instruction.

Based on national survey data collected from teachers who received coaching from HMH® during the 2014–2015 school year.

For more information regarding HMH Professional Services, visit hmhco.com/professionalservices

Vibrant Magazines Addressing All K-6 Social Studies Instruction

KINDERGARTEN

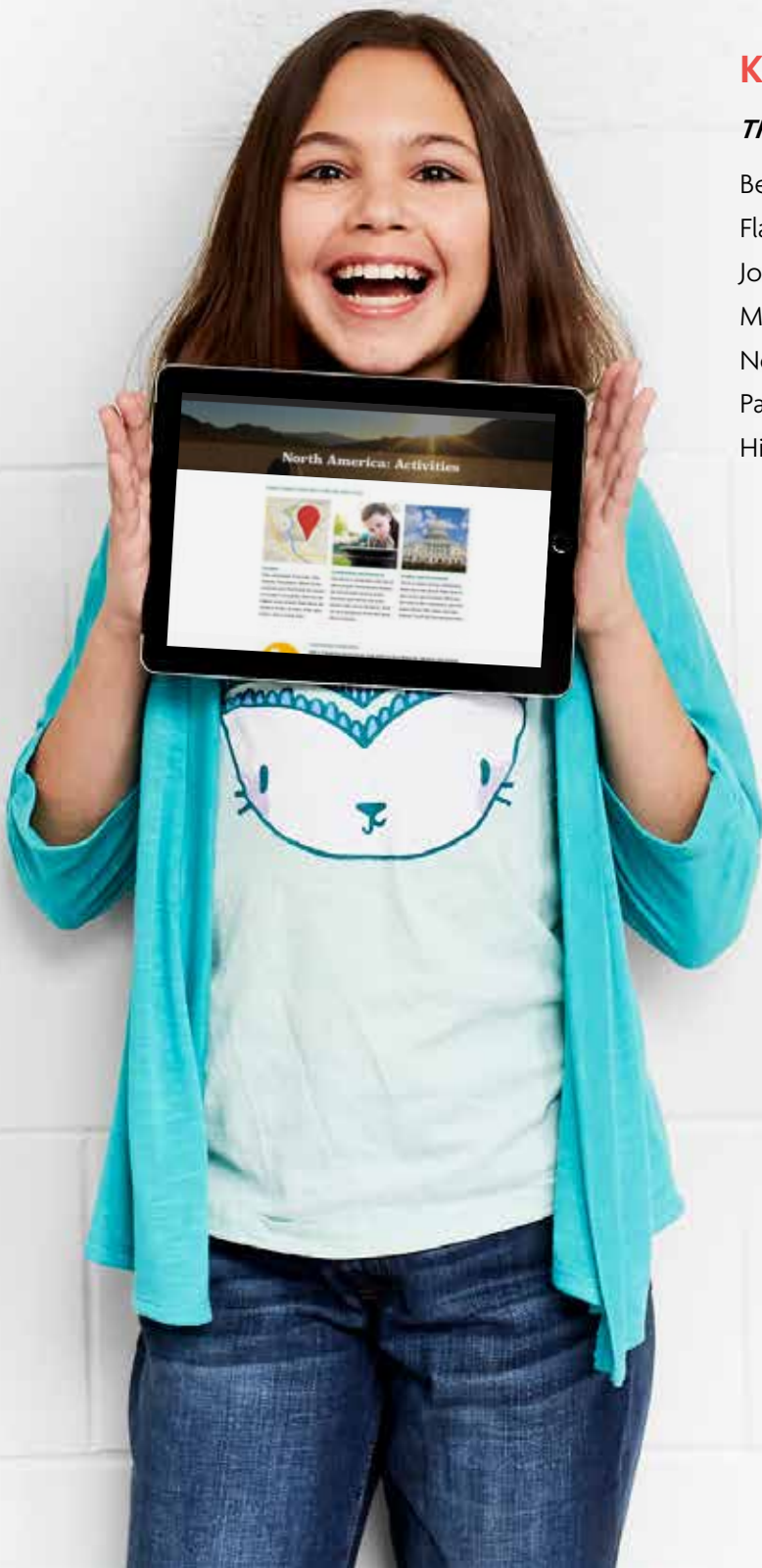
THE WORLD AROUND US

Being a Good Citizen
Flags & Other Symbols
Jobs
Maps
Neighborhoods
Past & Present
History: A Celebration

GRADE 1

FAMILIES LIVING & WORKING TOGETHER

Rules & Laws
Neighborhood Helpers
Maps & Globes
Where We Live
Weather
U.S. Symbols
Holidays
Yesterday & Today
The American People
Goods & Services



GRADE 2

NEIGHBORHOODS & COMMUNITY

Leaders & Government
Location
North America
Communities & Resources
Family Histories
America's Beginnings
Heroes
(A World of) Culture
Why People Work

GRADE 3

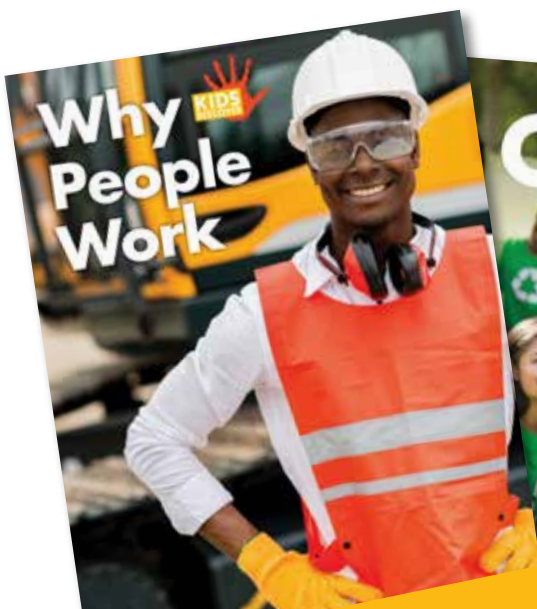
COMMUNITIES NEAR & FAR

Mapping Our World
Communities
U.S. Geography
People & the Environment
Protecting Resources
Communities Change
Amazing Inventions
Ancient Civilizations
The First People
Settling the Land
Role of Citizens
How America Works
America: Heritage and Culture
Culture: Expressions Around the World
Producers & Consumers
Saving & Spending

GRADE 4

AMERICAN STATES & REGIONS

Geography
U.S. Landscapes
Climate
Conservation
Pre-Columbian People of America
All About Regions
The Northeast
The Southeast
The Midwest
The Southwest
The West
How Americans Live
How Government Works
Inventions
Our North American Neighbors



Flexibly Teach 5th and 6th Grade Content

Various Topics. Several Options.

GRADE 5*

THE UNITED STATES (Full Survey)

- Regions of North America
- Eastern Woodland Indians
- Plains Indians
- Southwest Peoples
- Northwest Coast Peoples
- America 1492
- Exploring the Americas
- Early Settlements
- 13 Colonies
- Declaration of Independence
- American Revolution
- Revolutionary Women
- George Washington
- Thomas Jefferson
- Benjamin Franklin
- The Constitution
- American Government
- The New Nation
- Lewis & Clark
- Westward Expansion
- Pioneers
- Industrial Revolution in America
- Immigration
- Civil War
- Underground Railroad
- Postwar Change and Growth
- Early 20th Century in the U.S.
- Teddy Roosevelt
- Suffragists
- World War I
- Inventors & Inventions
- Great Depression
- World War II
- Mid-20th Century in the U.S.
- Civil Rights
- Into the 21st Century

■ The United States: Beginnings Through the Civil War

■ The United States: Reconstruction Through the Present

■ World History: The Ancient World Through the Renaissance

GRADE 6*

WORLD HISTORY (Full Survey)

- World Geography
- Climate & the Environment
- World's Early People
- Mesopotamia
- Ancient Egypt
- Archaeology
- Language
- Ancient India
- Ancient China
- Olmec & Maya
- Ancient Hebrews
- Ancient Persia
- Indian Empires
- China's Empires
- Great Wall of China
- Early Greeks
- Greece's Golden Age
- Early Romans
- Roman Empire
- Christianity & Rome's Legacies
- Early Middle Ages
- Vikings
- African Kingdoms
- East Asian Civilizations
- Aztecs
- Incas
- First Americans
- Byzantine Empire
- Muslim Empires
- High/Late Middle Ages
- Renaissance & Reformation
- Age of Exploration & Colonization
- Australia & the Pacific Islands
- Enlightenment
- Industrial Revolution
- Age of Imperialism
- Nationalism
- The Great War
- The Second World War
- Communism
- The World in The 21st Century

*Bundles available. Full sets need not be purchased.



Early Romans

THE MAKING OF A REPUBLIC



CAESAR (NOT THE SALAD!) 

Settin
Twelve

Meet Tall Paul

The legends of Paul Bunyan were some of the young republic's most famous tall tales, or exaggerated adventure stories. Loggers in Wisconsin first told wild stories about the biggest, bravest, smartest lumberjack and his giant friend, Babe the Blue Ox. The stories helped pass the time in logging camps. They also helped keep men's minds off the dangers and loneliness of the lumberjack life. The stories were make-believe, but there was some truth in them. After all, loggers did have to be brave and strong.

Skatin' on Bacon!

Here are some of the tall tales they told about Paul Bunyan and his blue ox.

Babe was so big, her eyes were seven axe handles apart.

For a snack, Babe would eat 50 bales of hay. When she drank from a river, she'd drink it dry.

Paul Bunyan could knock down every tree for miles - with just one sneeze.

His griddle was so big, it had to be greased by men skating around with slabs of bacon tied to their feet.

He created Puget Sound, the Grand and the Black Hills.

Paul Bunyan stood 35 feet tall.

Paul Bunyan cut down so many trees, he turned North and South Dakota into

When Paul Bunyan shouted, he knocked the branches off the trees.

His and Babe's footsteps created all the lakes there! People say there are 10,000





Discover the Difference on Every Page!

Place thrilling, graphic magazines in the hands of your students and see the difference high-quality content makes when it comes to greater learning engagement and performance!

Every issue is designed to captivate student interest and foster **inquiry-based learning**, and every lesson is developed to be **flexible** for more effective instruction. **HMH Kids Discover Social Studies** also delivers **support for teachers** as they help their students build knowledge and make important connections for understanding the world around them.

Get Students Excited About Reading, Writing, and Learning Every Day!

- ✓ Engaging, relatable content that promotes inquiry and fosters critical thinking
- ✓ Flexibility to fit any reading block while promoting literacy
- ✓ Access to high-interest informational texts and nonfiction materials
- ✓ Interactive, hands-on learning opportunities with print and digital components
- ✓ Comprehensive implementation support to ensure effective instruction



HMH SOCIAL STUDIES

Learn
from the Past.

Engage
with the Present.

Inspire
the Future.





HMH SOCIAL STUDIES

Captivate Minds. **Connect** to the World.

HMH Kids Discover Social Studies is a NEW standards-based program for Grades K–6 that provides the flexibility, content, and support you need to **inspire success beyond the bell.**

To learn more about ***HMH Kids Discover Social Studies*** and request samples, please visit: hnhco.com/kids-discover-social-studies

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