



Experience
the World.
Shape the
Future.



 **IMPACT**[™]
CALIFORNIA
SOCIAL STUDIES



**How
did that
happen?**



**Why does it
matter?**





What does
it have to do
with me?



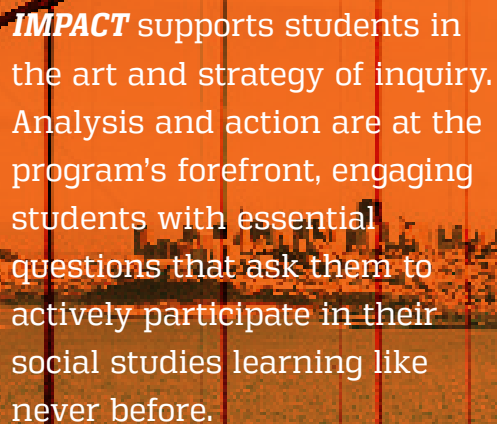
Making an Impact Starts with Engagement.

IMPACT: California Social Studies is a dynamic, student-centered program designed to help teachers make an impact in the classroom, and to inspire students to make an impact on the world around them.


Engage students in the lives of the people who made history, allow them to experience relevancy through active learning, and empower them to develop empathy and critical thinking skills. Students will gain the tools they need to understand their place in the world, to take action in society, and to succeed in college, career and civic life.

Built to Prepare California Students to be Citizens of the World

Created to meet the vision of the California History-Social Science Framework and Standards, *IMPACT: California Social Studies* was intentionally written with a focus on **Inquiry, Literacy, Content, and Citizenship**.



IMPACT supports students in the art and strategy of inquiry. Analysis and action are at the program's forefront, engaging students with essential questions that ask them to actively participate in their social studies learning like never before.



IMPACT provides support to help students deeply comprehend what they read, write effectively and persuasively, and communicate clearly with purpose.

A scenic view of the Golden Gate Bridge spanning the San Francisco Bay. The bridge's red-orange structure is prominent against the blue water and a sky filled with soft, white clouds. In the background, the city of San Francisco is visible on the hills. The image is overlaid with several semi-transparent geometric shapes: a blue polygonal shape in the upper left, an orange polygonal shape in the center, a green rectangle on the left containing text, a large blue rectangle on the right containing text, and a small green square in the bottom right corner.

IMPACT allows students to see themselves as a part of the global community by highlighting current events, celebrating unique and diverse individuals, and connecting the past with the present. Students are encouraged to take action for true civic engagement.

**Let's make an
impact on the
next generation
of informed and
engaged citizens.**

Ignite Curiosity and Cultivate Meaning



Want to see your classroom fired up about social studies? Get your students talking! Engage students with compelling essential questions, interactive resources, and powerful stories that help them see themselves as part of history, and watch the world come alive for them.

Rich print and online resources help you meet your students where they are, build understanding, and make learning relevant.



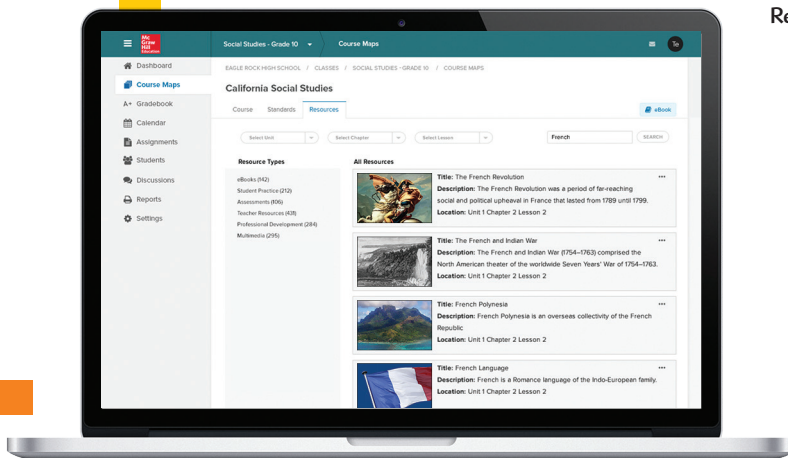
It's all online! Go to mhecalifornia.com



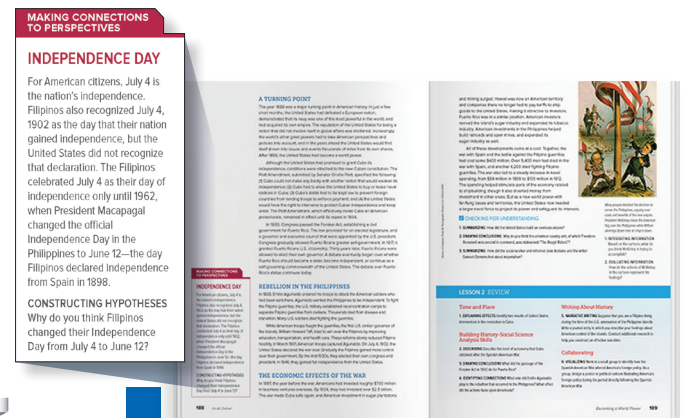
Interactive Maps



Relevant Videos



Full Resource Library



Student Edition: Making Connections Feature

- **Compelling Essential Questions** empower students to relate their learning to big ideas and enduring themes, and to frame their own questions.
- **Bellringers** capture attention and introduce students to the lesson content.
- **The Story Begins, Biographies, and Literature** place students in the middle of compelling events and stories and introduce them to historical figures.
- **Making Connections, citizenship features, and Supreme Court case studies** show how events of the past have an impact on the present and future.
- **Interactive timelines and maps** immerse students in the time and place of the narrative.
- **Relevant videos** enrich the learning experience with dynamic commentary and different perspectives.
- **Audio narration** helps those learners who prefer to listen to text.
- **Full Resource Library** is just a click away, and is easily searchable. Find videos, infographics, political cartoons, images, graphic novels, plus add your own favorite resources!

Spark Inquiry and Promote Critical Thinking

Equip students to think critically through active learning.

By researching, evaluating sources, and completing evidence-based writing tasks, students learn how to reach informed conclusions and take action.



**Asking
Essential
Questions**

**How does
revolution
change
society?**

**What
causes
revolution?**

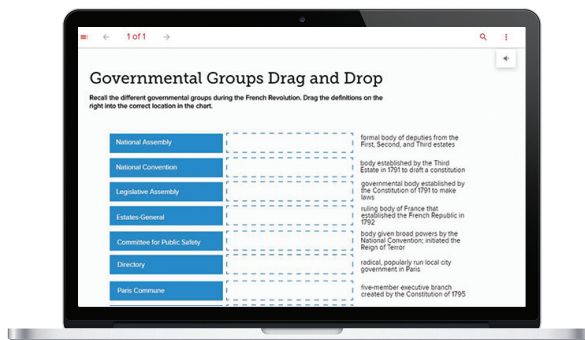


- Diverse **Primary Source activities** provide ample opportunities for critical analysis.
- **Inquiry Journal**, an interactive worktext to the Student Edition, provides additional activities that focus on source analysis and evidence-based writing for U.S. and World Histories.
- **Inquiry projects and hands-on investigations** initiate active learning, while promoting collaboration with peers.
- **Multiple perspective features** help students see diverse perspectives, while helping them formulate their own unique point of view.
- Civic, Economic, Geographic, and Historical **reasoning activities** develop essential history-social science skills.
- **Compare & contrast, sequencing, cause & effect, and document-based performance tasks** probe for deep understanding.

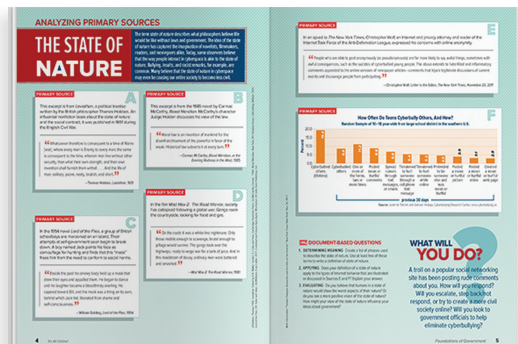
Inquiry Journal



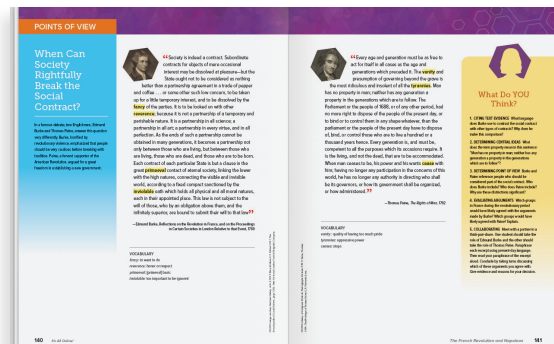
Tech-enhanced Performance Task



Primary Source Analysis



Point of View Feature



It's all online! Go to mhecalifornia.com

Provide Meaningful Access to Content through Literacy Support

LITERATURE

An Inquiry into the Nature and Causes of the Wealth of Nations

by Adam Smith

PURPOSE: To argue that the wealth of nations is related to worker productivity and the output.


BACKGROUND INFORMATION: Adam Smith was an eighteenth-century philosopher who wrote and lectured extensively on the relationship among economics, history, and the political sciences. His book, *The Wealth of Nations*, which he completed in 1776, is the origin of the *Wealth of Nations*. His work continues to influence economic theory and practice today.

Explore the Text

Context: Adam Smith lived during the Enlightenment, a period in European history in which many people questioned traditional customs, beliefs, and morals. Smith questioned the nature of traditional economics. In Smith's time, the amount of gold and silver a nation possessed generally defined its wealth. But Smith argued that wealth should also include what a nation produces, buys, and sells—a monetary value in the day-to-day life of its citizens. Smith considered both traditional and modern ideas as a form of wealth. However, he also believed that all forms of labor hold value for a society, which was not the case in the eighteenth century.

Character: Smith's study of labor led him to create specific questions. Each history section makes a specific writing with details to answer a reading task. All three chapters rely on Smith's theories to explain how general questions about labor and productivity are a vehicle.

Topic: The concept that follows is taken from the first two chapters of *The Wealth of Nations*. In Chapter 1, Smith presents his argument in the first paragraph: a division of labor is the best way to increase productivity. Smith supports his argument by discussing how this benefits laborers, including the observation that increasing one's skill not only saves time but also encourages new innovations to make that task even more efficient. Smith goes on in Chapter 8 to explain how labor relations encourage a division of labor in society, and how the resulting increase in productivity benefits society as a whole.




Strategies for Close Reading

LITERATURE

DETERMINING MEANING
What does Smith mean by "the least of mankind" and "the greatest of mankind"? How does he use these terms to argue his point?

workmen the less of time it, no doubt, much less. It is even in this case, however, very considerable. A man commonly wastes his life in having his hand from one sort of employment to another. When he first begins the new work, he is obliged very long to learn, and to get, and to get it right. And for some time he is a laborer rather than a worker. The habit of working, and of habit's modes of application, which is naturally, or rather necessarily, required by every country workman who is obliged to change his work and his tools every day, and to apply his hand to every different sort of work, is a habit which he acquires only by long and constant practice, and capable of every degree of improvement. It is the most precious possession, independent, therefore, of his industry in point of dexterity, this man alone must always produce considerably the quantity of work which he is capable of performing.



Thriftily and lastly, everything must be made for the purpose of saving time. It is necessary to give every example. I shall only observe, therefore, that the invention of all these machines by which labor is so much facilitated and abridged, seems to have been originally owing to the division of labor. Men are much more likely to discover easier and readier methods of obtaining any object, when the whole attention of their minds is directed towards that single object, than when it is dissipated among a great variety of things. But, in consequence of the division of labor, the whole of every man's attention comes naturally to be directed towards some one very single object. It is naturally to be expected, therefore, that some one of those who are employed in each particular branch of labor should soon find out easier and readier methods of performing their own particular work, whenever the nature of it admits of such improvement. A great part of the machine made use of in those manufactures in which labor is most subdivided, were originally the invention of common workmen, who, being each of them employed in some very simple operation, naturally turned their thoughts towards finding out easier and readier methods of performing it.

Whereas there have been such accounts to wit, that some workmen, most frequently have been doing very pretty machines, which were the invention of such workmen, in order to facilitate and abridge their own particular part of the work. In the first the engine James engine, a key was constantly employed to open and close alternately the communication between the boiler and the cylinder, according to the piston either extended or retracted. One of these keys, who used to play with his competitors, observed that, by using a string

**Reader with steady and steadily rather with effort a sense of importance*
**Reader's own speed*
**Reader's own speed*

ANALYZING POINT OF VIEW
How does Smith feel about the boy who worked on the steam engine? What words convey this feeling?

ANALYZING STRUCTURE
How does Smith's chapter organization contribute to the text's overall meaning?

ANALYZING LITERATURE
Do you think Smith's comparison of human laborers to dogs is effective? Why or why not?

CHAPTER I. OF THE PRINCIPLE WHICH GIVES OCCASION TO THE DIVISION OF LABOUR.

This division of labor, from which so many advantages are derived, is not originally the effect of any human wisdom, which foresees and directs that general expedient to which it gives occasion. It is the necessary, though very slow and gradual, consequence of a certain propensity in human nature, which has in view no such extensive utility: the propensity to truck, barter, and exchange one thing for another.

It is common to all men, and to be found in no other race of animals, which seems to know neither this nor any other species of contract. This propensity, in tracing down the same kind, has sometimes the appearance of acting in some sort of concert. Each man has towards his competitors, or customers to whom he sells his commodities, some few words to himself. This, however, is not the effect of any contract, but of the accidental concurrence of their passions in the same object at that particular time. Nobody ever saw a dog make a fair and deliberate exchange of one bone for another with another dog. Nobody ever saw one animal, by its gesture and natural cry signify to another, this is mine, that yours; I am willing to give this for that. When an animal seems to obtain something either of its own, or of another animal, it has no other notion of possession, but to gain the taste of those whose service it requires. A puppy then goes to the bone, and a piglet endeavours, by a thousand attractions, to engage the attention of its master.

Approaching Level Reader



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1
Foundations of Government

ESSENTIAL QUESTION
What are the purposes of government? What principles guide different types of government? What is the role of government in different types of economic systems?

LESSON 1
Purpose and Origins of Government

LESSON 2
Types of Government

LESSON 3
The Role of Government in Economic Systems

LEVELED SUPPORT

Include students of all English language proficiency levels in the discussion outlined on this page.

Encourage students to participate with words or phrases as they read.

Encourage students to participate in the discussion.

Encourage students to use more complete sentences in the discussion.

Introduce the Chapter

Build Background Explain to students that in the context of the **Chapter title**, foundations are "bases, principles, or facts that provide support for something." In this case, government. Discuss with students the foundations of your school—the class and where the school culture is built upon. Invite them to share how they think these foundations affect them as students, and what might happen if these values and ideas did not exist.

Turn to the Essential Question. Encourage students' understanding of the meanings of purposes, principles, guide, role, and economic systems. Discuss with students the roles they play in their lives. Encourage students to share a guiding principle they follow in these roles. If students struggle, provide examples: must have play items, treat others as you want to be treated, preparation in the foundation of academic, etc.

Support students in comprehending the meaning of the Lesson title. Discussing key words, phrases, and concepts. Invite students to share examples from the news media, TV shows, movies, and/or previous Social Studies passages. Discuss with students how each lesson title relates to the Chapter title and Essential Questions and make predictions about the Lesson's content and vocabulary accordingly.

Lesson 1 Ensure comprehension of the word origins, and allow from students what they already know about the purposes of government.

Lesson 2 Discuss types, inviting students to share the types of classes they take, the types of friends they like, the types of activities they like, and so on.

Lesson 3 Discuss the different economic systems and how they affect the foundations of government.

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BLASTS LIBRARY
SEARCH RESULTS
CALIFORNIA DREAMIN'
UNITS
SKILLS
BLASTS
TEXTS

Add to bookshelf
Actions

California Dreamin'
How important is it for America to remain one nation, indivisible?

Prompt, Poll, & Crunch
Background
Research Links

Blast Prompt
How important is it for America to remain one nation, indivisible?
Quikpoll
If someone started a secession movement in your state, would you support it?

- No. The United States should remain whole and solve disagreements together.
- No. It would be too complicated to actually complete the legal secession process.
- Yes. I do not agree with other state and federal laws, and other states should not have to follow mine.

LESSON 1
CULTIVATE MEANING and SUPPORT LANGUAGE

STUDENT EDITION, pages 1-4

LANGUAGE OBJECTIVES

- Explore the meaning of key content and academic words.
- Identify main ideas and details.
- Describe with an adjective who, what, or where.
- Summarize information in your own words.

Purposes and Origins of Government
What are the purposes of government?

Introduce the Lesson

Build Background Preview the lesson with students, discussing with them the lesson title, language skills, abilities, and other text features. Offer vocabulary support as needed.

Content Vocabulary Preview with students key content words from the lesson.

Word	Part of Speech	Definition
decide	noun	to make a choice or decision
legitimate	adjective	real, official, permitted by law
authorize	verb	to give someone the right to do something

Academic Vocabulary Introduce academic words found in the lesson. Explain and have students use them in many academic, social, and writing contexts.

Word	Part of Speech	Definition
authorize	verb	to give someone the right to do something
decide	noun	to make a choice or decision
legitimate	adjective	real, official, permitted by law
authorize	verb	to give someone the right to do something

LEVELED SUPPORT

Encourage students to participate with words or phrases as they read.

Encourage students to participate in the discussion.

Encourage students to use more complete sentences in the discussion.

ANALYZING KEY IDEAS AND DETAILS

Summarizing Read closely to identify the actions and events that led to Napoleon's downfall and how Europe responded. Record each action in the graphic organizer.

Napoleon's Downfall	Europe's Response

Clear All
Submit

Interactive Graphic Organizer

Language Learners Teaching Guide

- Dedicated ELA activities integrated throughout the student materials for **close reading, writing, and vocabulary building**.
- Annotation tools, graphic organizers, and Foldables™** support reading comprehension.
- Evidence-based writing** improves students' ability to clearly communicate informed arguments and opinions.
- Opportunities to develop **speaking and listening skills** that encourage discussion and collaboration.
- Language Learners Teaching Guide**, an online resource, provides helpful strategies for addressing the needs of English learners, and can be used to support Integrated and Designated ELD.
- Leveled reading options** that you can designate for differentiation.
- Spanish support** available online.

Compelling Content Inspires Action

Juxtaposing diverse narratives with current events and hands-on projects leads students to expand their worldviews. When students make critical real-world connections that illuminate the ‘why’ for their learning, the impact is tangible: they come to realize that they have the power to shape the world around them.



It's all online! Go to mhecalifornia.com

A young woman with dark hair, wearing a pink shirt and gold hoop earrings, is smiling and pointing her right index finger towards a poster. The poster features Uncle Sam pointing and the text "REGISTER TO VOTE".

**Take Action and
Community Connection**
features inspire
civic engagement by
applying learning
through action in the
community.

A clear glass ballot box with a circular design featuring the American flag and the word "VOTE". It sits on a table decorated with red, white, and blue streamers.

**Hands-on projects,
simulations, and
interactive debates
and deliberations**
provide context through
application and problem
solving.



BTW (By the Way) and ***Election Central*** websites curated by McGraw-Hill provide trustworthy access to current topics and events.

StudySync® Blasts allow students to express their opinions on high-interest topics, sparking debate on current issues and events.

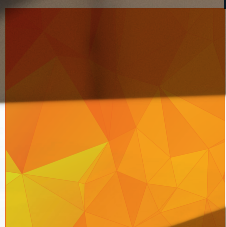
Take your students Beyond the Classroom with **Google Expeditions**. These virtual field trips are supported with reinforcing activities and teacher instructions for seamless implementation.

 **SYNCSync**BLASTS
POWERED BY STUDYSYNC™

Flexible Resources Fully Support You in Your Classroom

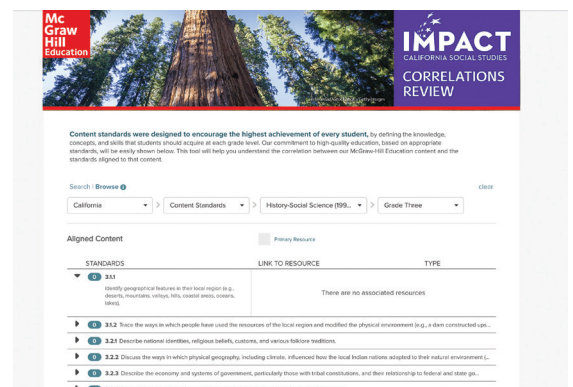
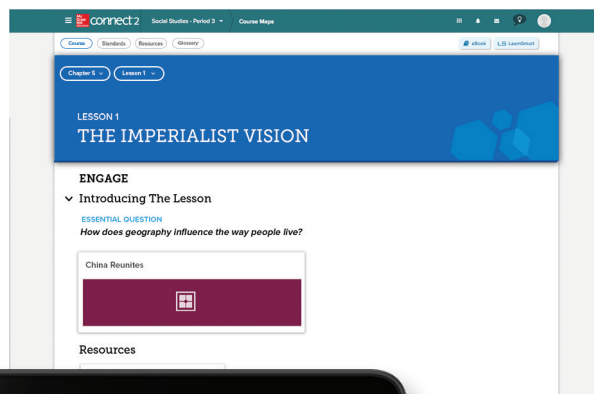
You are a reason your students love learning. Our goal is to help you spark the kind of engagement that turns curiosity, knowledge, and critical thinking into empowered citizenship. That's IMPACT.

We support today's social studies classroom with strong content that is fully standards aligned and written for the California History-Social Science Framework. The Teacher's Edition and Online Teacher Center provide everything you need to create and customize dynamic lessons, presentations, and assignments.

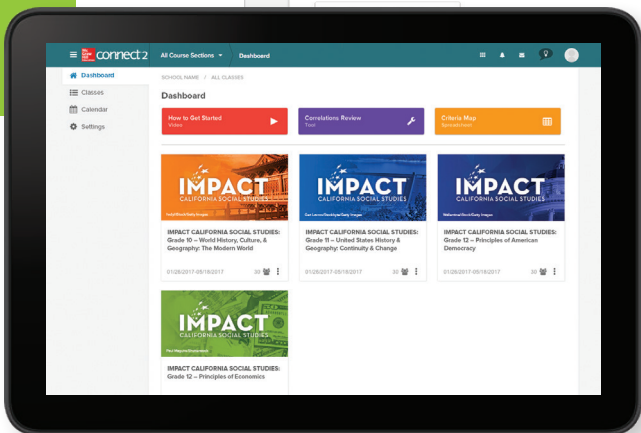


- **Lesson plans and presentations** come ready-to-go to save you time, or can be easily customized for your classroom.
- **Planning guides** to offer you with a custom path to use the *IMPACT* resources: print, digital, inquiry or hands-on projects to teach your way.
- **Interactive Correlations Review Tool** provides an on-the-spot view of how students will progress towards the standards for every chapter and lesson.
- **Differentiation strategies and superior ELA & ELD support** help you reach every learner.
- **Discussion and messaging system** allow for teacher-student communication and collaboration.
- **Google Drive integration** enables you to upload your own favorite resources.
- **Reports** track class or individual student progress towards content, skills, and standards mastery.

Lesson Planning Page



Interactive Correlations Review Tool



Online Teacher Center



It's all online! Go to mhecalifornia.com

Assess Individual and Class-wide Learning Needs

IMPACT: California Social Studies offers print and online diagnostic, formative, and summative assessments to help you track progress and address individual student and whole class needs.



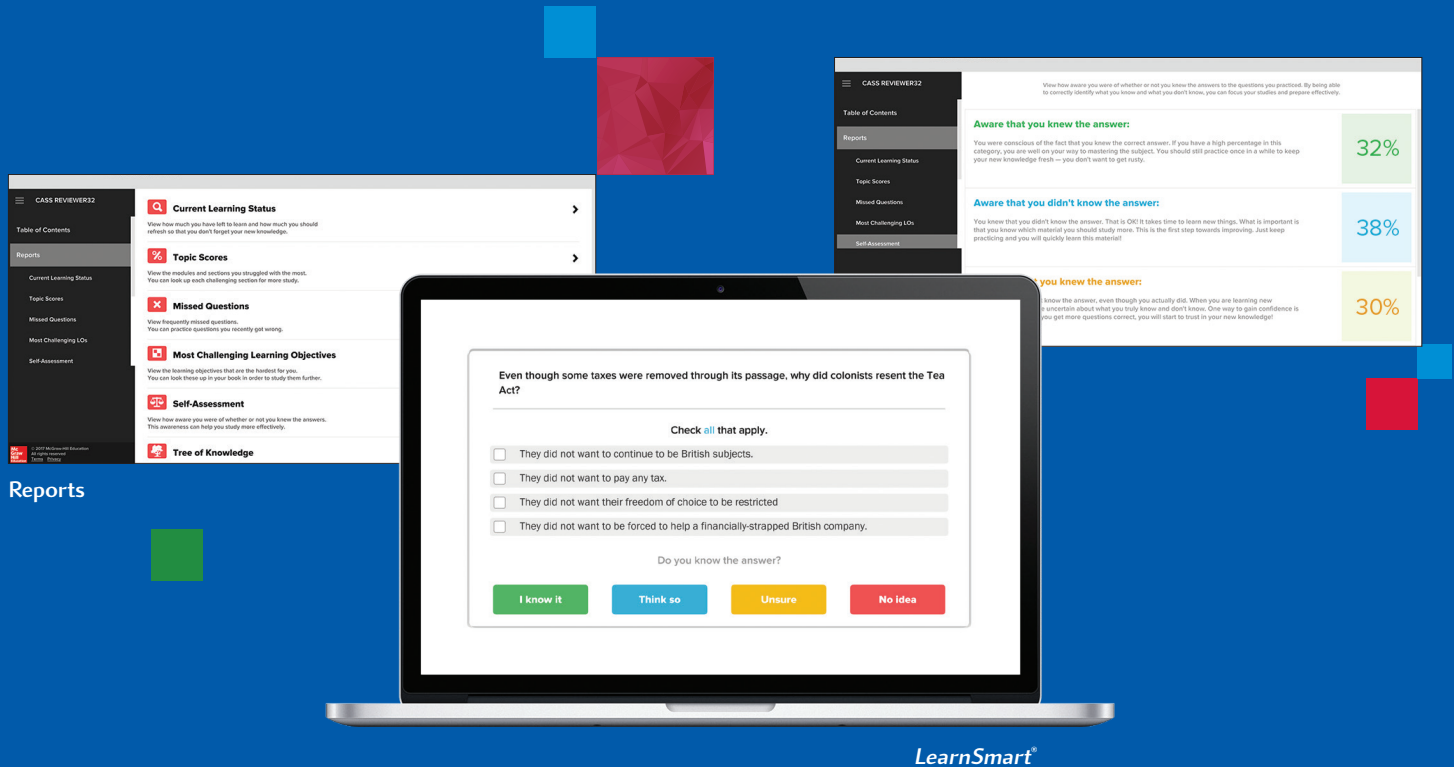
- Pre-tests, chapter tests, and lesson quizzes come pre-built, or can be easily customized online.
- With powerful search, filter, and editing tools, the easy-to-use **online assessment generator** helps you create your own tests and quizzes based on the standards or lesson content. Share with colleagues across the hall or across the district.
- Assessments utilize a **variety of question types**:
 - selected response
 - short answer
 - essay
 - document-based
 - tech-enhanced
 - SBAC-aligned
- Easily review class and student performance on assessments and assignments using the **Data Dashboard**.



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LEARNSMART® SMARTBOOK™

LearnSmart® with Smartbook™ takes students' reading to the next level. *LearnSmart®* is a proven adaptive learning program that helps students learn faster, study more efficiently, and retain more knowledge for greater classroom success.



- *LearnSmart®* provides a **personalized learning path** through the social studies content based on student responses to questions, as well as their confidence about the answers they provide.
- Integrated adaptive eBook called **SmartBook™** helps improve reading comprehension by highlighting only the content that students are assessed on, thus focusing student effort on what is most important to learn.
- *LearnSmart®* **remembers where the student left off**, takes them to the content they have not yet mastered, and reminds them what they need to review.
- **Teacher Reports** provide invaluable information about student and class performance, making it easy to identify which students are struggling and need immediate help.

A Pathway to Success for California Advanced Placement® Students

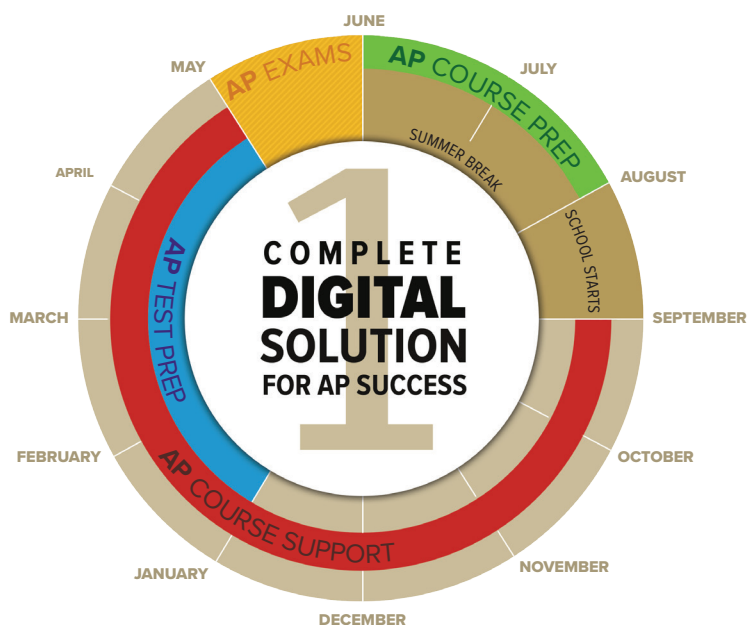
For students preparing to experience the rigors of AP-level course work, McGraw-Hill Education delivers accessible, engaging learning opportunities to help every student succeed.

AP[®] advantage

Give your students the AP advantage with the suite of exceptional resources designed specifically for today's AP students. The AP advantage offers powerful tools and personalized resources that:

- Prepare students before class with the core skills and concept mastery needed for the first day of class
- Deliver unparalleled instruction with assignments and assessments from day one through exam day
- Provide a personalized, adaptive path to AP exam preparation and success!

Follow these **three steps** to help your students earn a five:



1

ONboard AP Course Prep

The self-paced, interactive program students use before class starts to ensure they have mastered the background knowledge and skills needed to approach course instruction.

2

AP Course Support

The robust program that supports teachers and students throughout the course with resources including:

- Core AP textbook
- AP SmartBook, adaptive reading experience
- AP Chapter Banks
- AP Teacher's Manual
- PowerPoint Presentations
- Powerful reporting tools

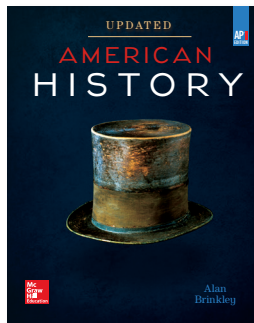
3

SCOREboard AP Exam Prep

The adaptive AP Exam Prep solution complete with personalized learning plans and four complete AP practice exams.

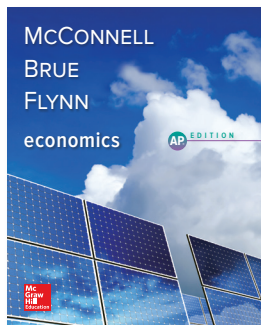


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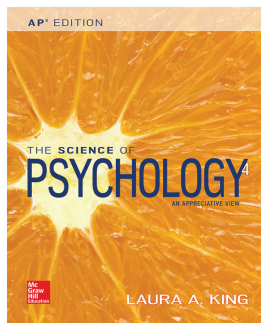
AP US History

American History: Connecting with the Past (Brinkley)



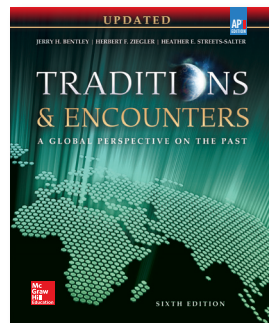
AP Economics

Economics (McConnell)



AP Psychology

The Science of Psychology: An Appreciative View (King)



AP World History

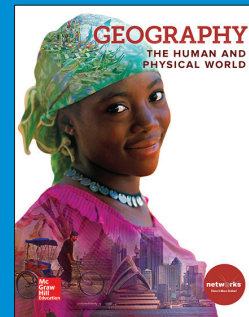
Traditions and Encounters: A Global Perspective on the Past (Bentley)



AP US Government & Politics

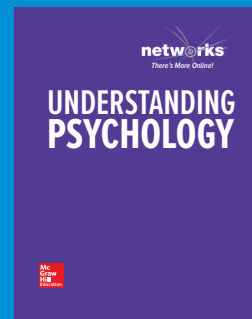
American Democracy Now (Harrison)

Extend Student Learning with Elective Courses



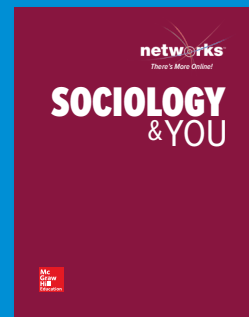
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Accurate, comprehensive and developmentally appropriate case studies, projects and psych labs create an inquiry-based program.



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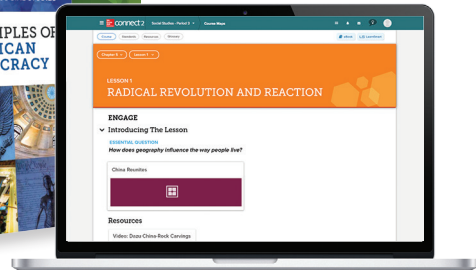
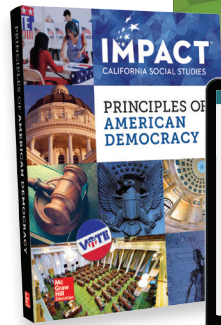
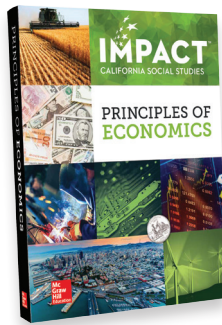
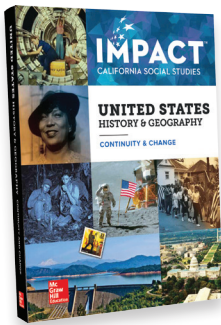
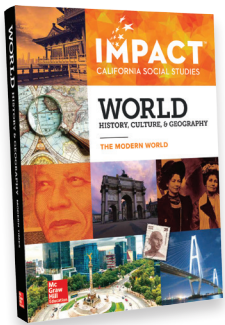
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