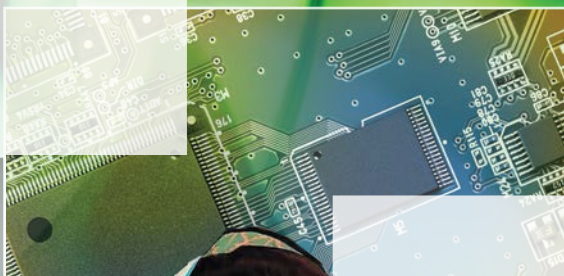


SAVVAS

Program Overview



World History

I N T E R A C T I V E

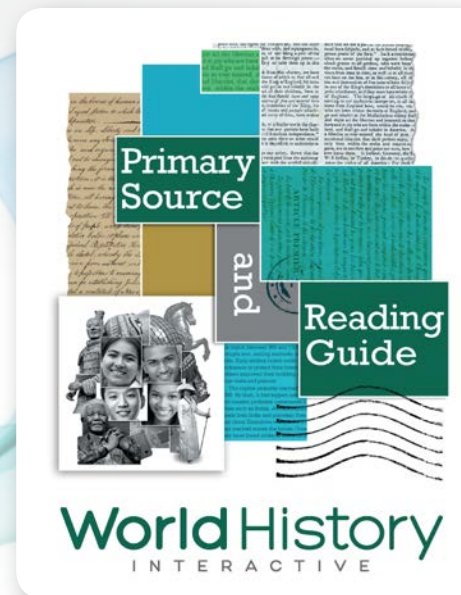
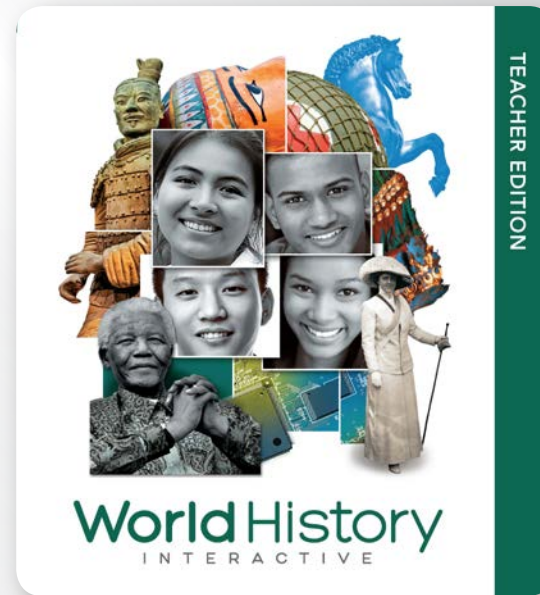
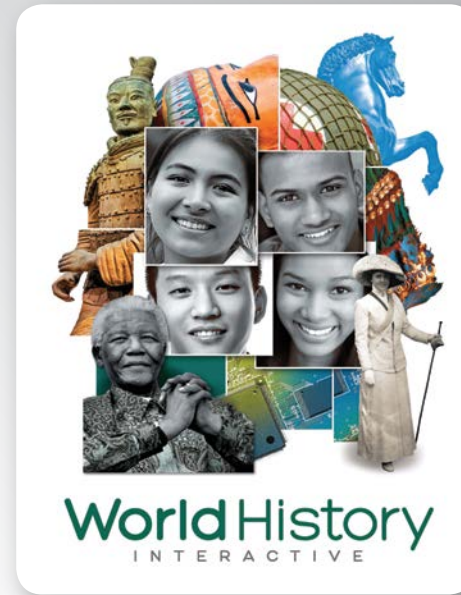
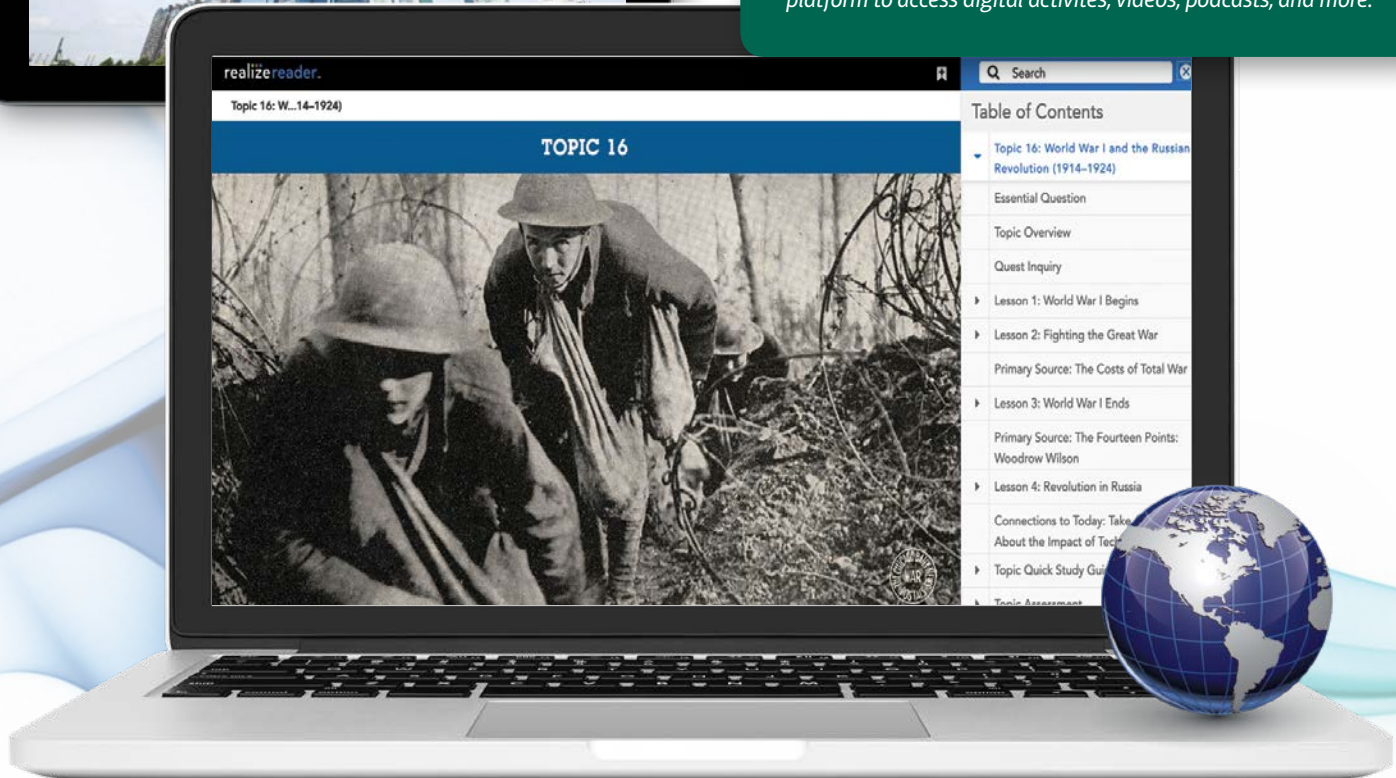
History Through Active Inquiry

Savvas World History Interactive asks students to question, inquire, and explore history from multiple perspectives. It promotes deeper investigation and social-emotional learning and brings history to the present day. History is more than the story of past events—it's the story of people, their decisions, emotions, and viewpoints. **World History Interactive** brings a modern lens to history based on the C3 Framework. It helps students become critical thinkers with valuable inquiry skills for college, careers, and civic responsibility.



Inquiry-based lessons emphasize a blend of print and digital multimedia. The print **Student Edition** has a magazine-style layout to promote reading and visual literacy. A **Primary Source and Reading Guide** workbook includes close reading strategies for both the textbook and primary sources.

Use World History Interactive on the Savvas Realize™ platform to access digital activities, videos, podcasts, and more.



Gather and Evaluate Evidence

Create an active learning environment with inquiry-based learning. *World History Interactive* is built on a four-part inquiry learning model — connect, investigate, synthesize, and demonstrate.



Begin with a Quest!

Each topic opens with a **Quest Topic Inquiry** assignment to spark curiosity and investigation. Students will participate in civic discussions, document-based writing assessments, and project-based learning activities such as making websites or docudramas.

QUEST! INQUIRY

Create a Video Docudrama about World War I

How did the war change the lives of civilians, soldiers, and leaders? In this Quest, you will read about the changes, then create a docudrama of people's experiences during that time.

STEP 1
As you begin the project, review what you know about World War I. Assign topics to be researched. List questions. Prepare story outlines.

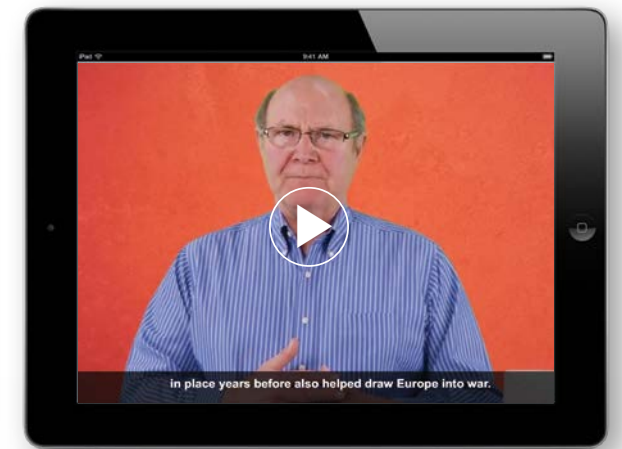
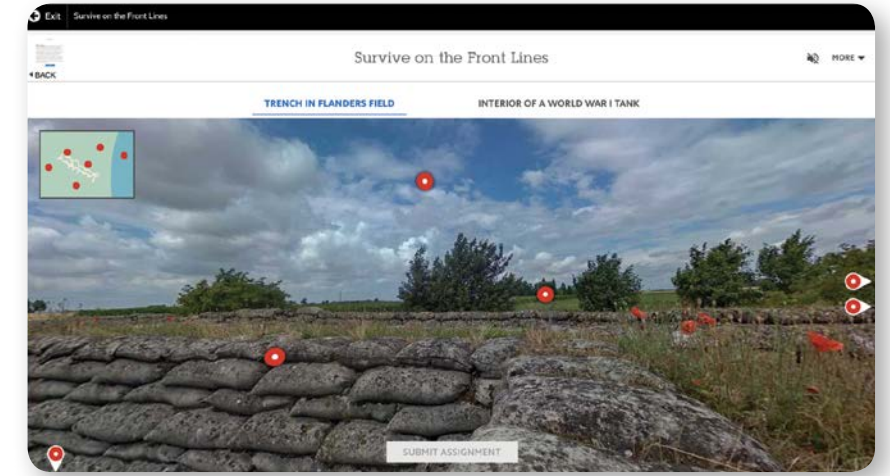
STEP 2
Become familiar with the requirements of making a docudrama. There are websites you can use.

STEP 3
After information is gathered and evaluated, start writing the first narrative draft. Review, edit, and revise your presentation.

STEP 4
Present your completed video to your classmates, and your family and friends. Use this opportunity to reflect on the impact of war as it affected people then and now.

Investigations for All Students

Students will experience the story of the past in different ways, from different sources. Beyond the textbook, students will engage with digital interactives, videos, podcasts, speeches, songs, and more. Strategies are integrated at point of use in the **Teacher Edition** to facilitate active learning.



Assess Student Learning

Assess your students' progress with synthesis activities, remediated quizzes, and more. Leveled topic tests provide support for all learners.

TOPIC 16 ASSESSMENT

Key Terms, People, and Ideas

- Why did the United States enter WWI? How did this affect the outcome?
[Notebook](#)
- How did the **Lusitania** incident affect relations between the United States and Great Britain?
[Notebook](#)
- What factors contributed to the **stalemate** on the Western Front?
[Notebook](#)
- Why do some historians label the strategy used in WWI as a "**total war**" effort?
[Notebook](#)
- How did imperialism affect WWI?
[Notebook](#)

Below Level: Topic Test A

- Topic Test A: World War I and the Russian Revolution**
Assign Add to Playlist Customize
- Editable Topic Test A: World War I and the Russian Revolution**
Assign Add to Playlist

On Level: Topic Test B

- Topic Test B: World War I and the Russian Revolution**
Assign Add to Playlist Customize
- Editable Topic Test B: World War I and the Russian Revolution**
Assign Add to Playlist

Connect to Students' Lives

Do students see themselves in the story? Make history relevant by connecting past events to their present experiences. Pop culture, multimedia, blogs, audio, and music create an emotional connection.

ESSENTIAL QUESTION When is war justified?

Spark inquiry for students with an **Essential Question** for each topic.

Make history personal with an exclusive **NBC Learn™ My Story Video** for students, available on **Realize**.

Topic 16

World War I and the Russian Revolution (1914–1924)

ESSENTIAL QUESTION When is war justified?



American soldiers in World War I

Barbed wire cut, Americans creeping on the Germans with Hand Grenades—France

project imagine GO ONLINE for immersive experiences designed to help you feel the drama of World War I through rich primary sources. Also access the eText, videos, Biographies, and other online resources.

Connections to Today

When you hear the word drone, do you think of choreographed light shows at the Super Bowl, tiny drones dropping an online shopping item at your doorstep, or military drones searching for terrorists?

Did you know that early predecessors of today's drones were created during World War I by Nicola Tesla and others? In this topic you'll read about many new deadly technologies that were developed and used during the war. How have these World War I technologies continued to impact our lives today?

NBC LEARN

Gas! Gas! Gas! Fitting the clumsy And someone

See World War I through the eyes of an English soldier and poet.

BOUNCE to Activate My Story Video

Open each topic with an intriguing way to draw students in. Go online to access **Hook & Inspire! Connections to Today**, a teacher resource website with frequently updated content that ties the past and the present together.

Hook & Inspire! Connections to Today

Ignite students' interest by sharing these resources, which demonstrate connections between the past and present. Please be sure to preview all resources.

SCROLL TO LEARN MORE


World War I and the Russian Revolution

Tools of War Used in Peace

Technologies developed for war, like rapid-fire machine guns and Nicola Tesla's unmanned vessel, changed the norms of armed conflict during World War I with devastating effects.

Cultivate civic responsibility. At the end of every topic, students **Take Action** on what they've learned.

Connections to Today



Drones and other forms of technology have roots in past wars.

Take Action About the Impact of Technology

Technologies developed for war, like those used during World War I, often transfer into use in civilian life. Today's technologies are no different.

- Choose** one of the following technology-related topics:
 - Regulating drones: Research government regulations and the controversies surrounding civilian drone use.
 - Artificial intelligence (AI): Investigate the use of AI (computers designed to mimic human intelligence), and how such systems are regulated.
 - Technology addition: Explore the obsessive use of technology and its causes, effects, and treatment.
- Ask Questions** Generate a list of questions you have about the topic.
- Learn** about the topic and the major issues related to the topic. Are there any major debates related to the topic or issues? What are the strongest arguments on each side of the debates? Take notes as you conduct your research and continue to generate questions as you learn more.
- Take Action** Write a short summary of the topic or issue and create a poster advocating your position on the issue. Use the poster to educate your classmates and community about the topic.



Stay Relevant and Current

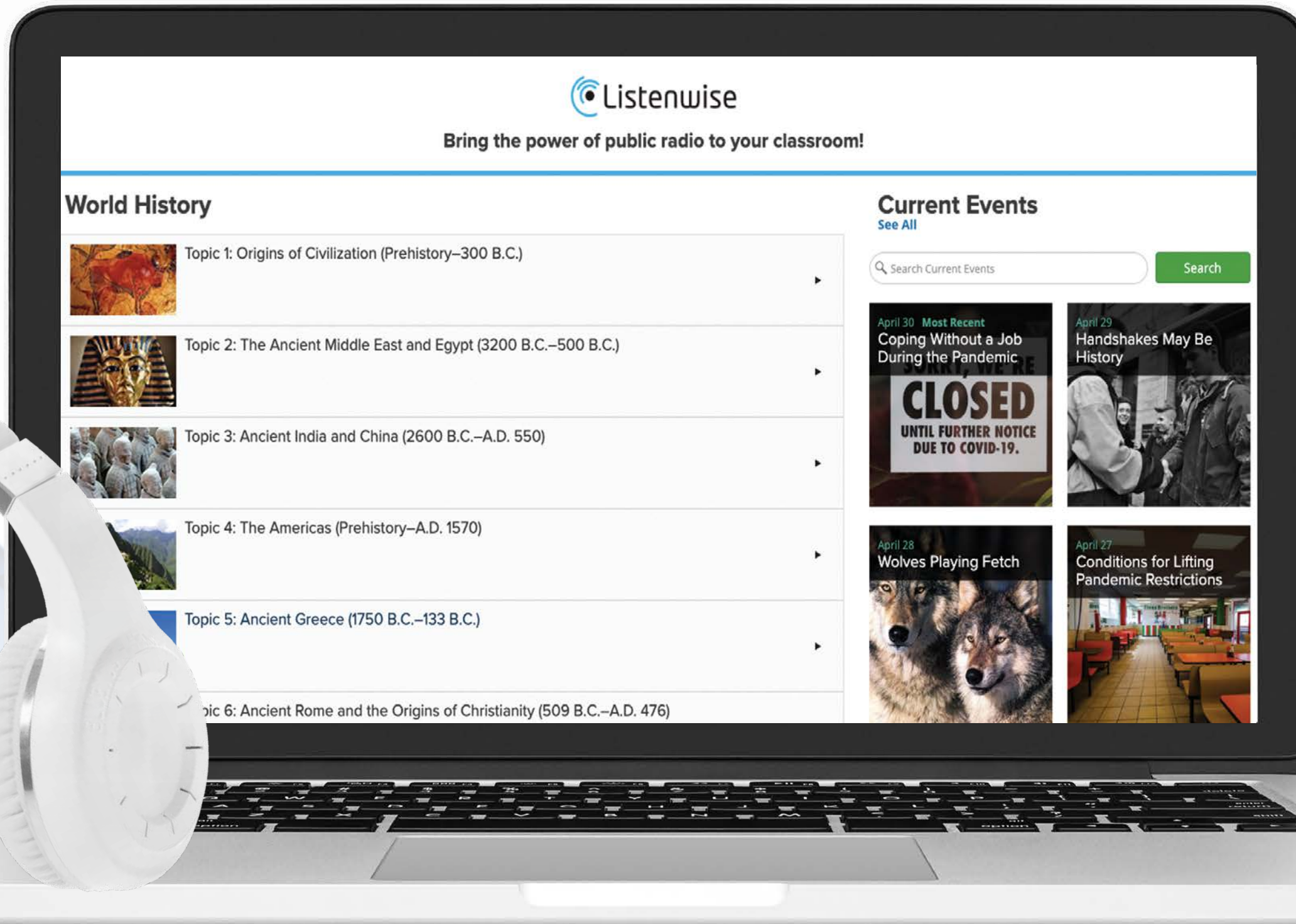
World History Interactive helps students continually make connections to real-world, compelling topics. Easily integrate current events into your classroom with **Listenwise**® public radio stories. Access lesson resources and podcasts that combine listening skills practice and engaging content from across the curriculum.



Current Events for Each Topic

Examine a current events story in every topic to stir debate and dig into complex issues.

Listenwise® is a registered servicemark of Listen Innovation Inc.



Listen to the Latest News

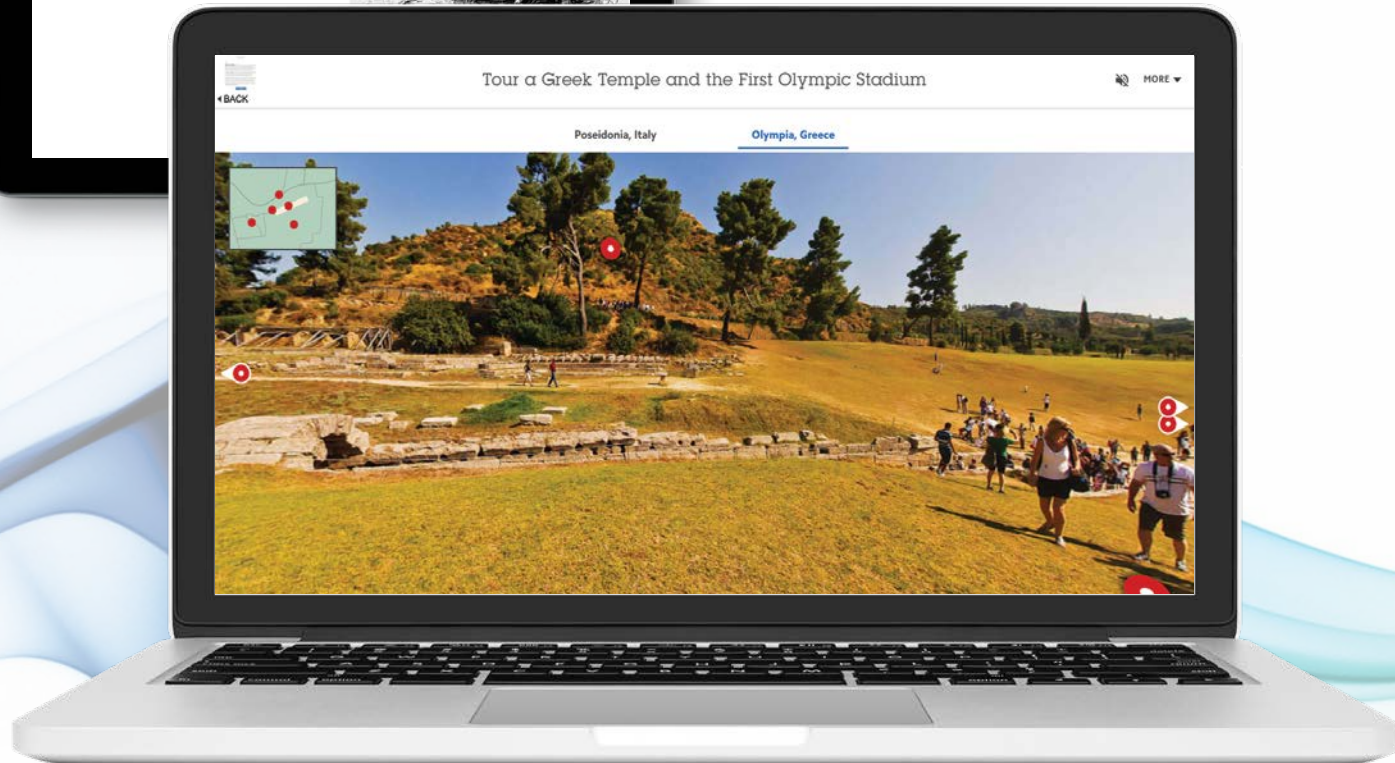
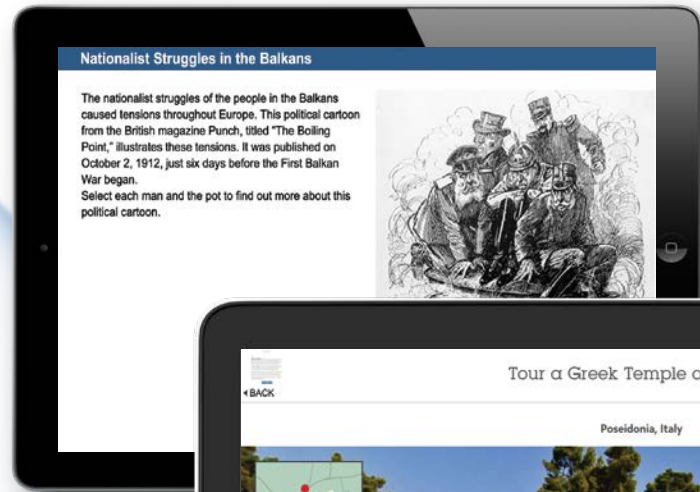
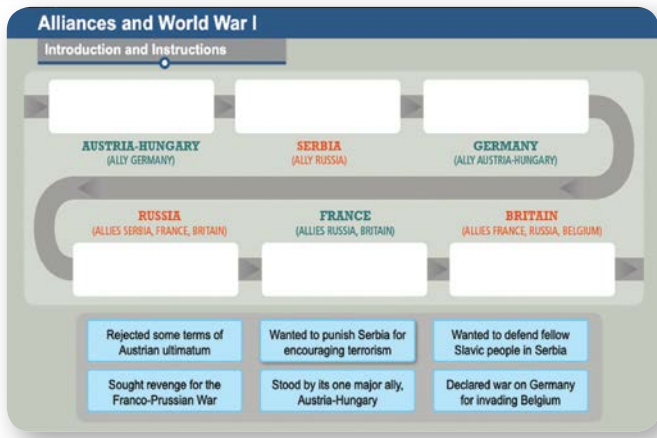
- Aligned to Topics
- Improve Listening and Literacy Across the Curriculum
- Access to Daily Public Radio Stories

Interactive Digital Learning

Study the past through 21st century technology. Take history from the pages of a textbook to a virtual walk through Ancient Greece.

Digital Interactives

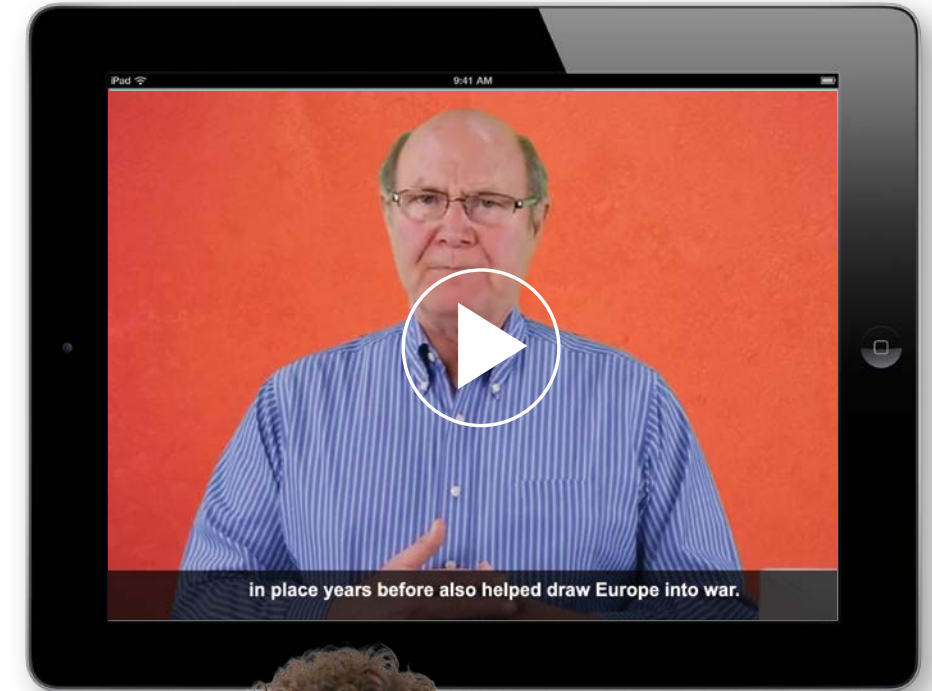
Bring history to life with digital activities followed by formative assessment questions.



Purposeful Video

Flip your classroom with a video for each lesson in the textbook. Three-minute videos hosted by a master teacher provide a preview or review of lesson content.

Access all digital materials on **Savvas Realize™**, a powerful learning management system that works for you. Easily assign content, grade students' work, create customized playlists, and more.



Analyze Primary Sources in Depth

Is she a credible witness? Is he a reliable source? Primary sources are woven throughout *World History Interactive* to help students piece together the story and get at the truth.



Practice Document-Based Writing

Document-Based Writing Assessments for each topic are found in the **Primary Source and Reading Guide** workbook.

World War I and the Russian Revolution (1914-1924)

PRIMARY SOURCE EXPLORATION

Impact of War

Introduction

In 1914, an assassination set events in motion that sparked World War I, a global outbreak of conflict that brought death and suffering on a scale never before seen. The impact of the war reached far beyond the battlefield, affecting soldiers and civilians alike. The experience of soldiers, particularly British soldiers on the Western Front, was captured by letters, diaries, memoirs and works of literature and art. But the war affected nearly all members of society in one way or another. How did the war impact children, women, and people who lived in European colonies? Explore the sources here to answer that question.

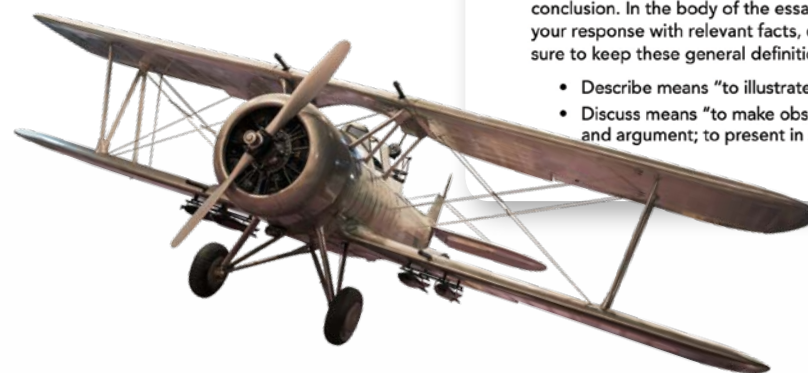
Document-Based Writing Activity

Analyze the following five sources and then use information from the documents and your knowledge of world history to write an essay in which you

- Describe aspects of warfare that were new during World War I.
- Discuss how the war impacted women, ethnic and religious groups, and colonial populations.

Keep in mind that your essay should include an introduction, several paragraphs, and a conclusion. In the body of the essay, use evidence from at least three documents. Support your response with relevant facts, examples, and details. In developing your essay, be sure to keep these general definitions in mind:

- Describe means "to illustrate something in words or tell about it."
- Discuss means "to make observations about something using facts, reasoning, and argument; to present in some detail."



Primary Sources for Every Student

Help all students access primary sources with **Interactive Primary Sources**. Embedded questions equip students to think for themselves. Add in diverse perspectives from the **Project Imagine Primary Source Library**.

Primary Sources Comparing Viewpoints

5. A free, open-minded, and absolutely impartial adjustment of all colonial claims, based upon a strict observance of the principle that in determining all such questions of sovereignty the interests of the populations concerned must have equal weight with the equitable claims of government whose title is to be recognized....

14. A general association [organization] of nations must be formed under specific covenants for the purpose of affording mutual guarantees of political independence and territorial integrity to great and small states alike.

INTEGRATE INFORMATION FROM DIVERSE SOURCES Does such an association of nations exist today? If so, what is it?

ASSESSMENT

1. **Compare and Contrast** Points 6–13 deal with specific territorial issues, such as breaking up the Ottoman and Austro-Hungarian Empires and restoring sovereignty to Belgium and Poland. To an American in 1918, how would those points be different from the ones excerpted here?
2. **Explain** What demands, if met, would have convinced France to embrace the Fourteen Points?
3. **Integrate Information From Diverse Sources** Why might isolationists oppose some or all of Wilson's Fourteen Points?
4. **Draw Inferences** What political impact do you think Wilson's Fourteen Points had?
5. **Develop Empathy** Preventing war seems like an admirable goal. Why might people reject some or all of Wilson's points?

Primary Source 2
at Versailles, Georges Clemenceau

... now to the order of the day. The first is as follows: "The responsibility of the authors of the war." The second expressed: "Penalties for crimes committed during the war." ... [The task] is a very vast field. But we begin by examining the question as to the responsibility of the authors of the war. We do not need to set forth our reasons. If we wish to establish justice in the world we can do so now, for we have the opportunity and can impose the penalties demanded by justice. We shall insist on the imposition of penalties on the authors of the abominable crime committed during the war. Has any question to ask in regard to not, I would again remind you that the delegation should devote itself to the study of this first question, which has been the subject of reports by eminent statesmen and of a report which will be sent to the Council. "An Inquiry into the Criminal Responsibility of the Emperor William II."

LINK to access primary sources

See a Different Point of view

Comparing Viewpoints pairs primary sources together around one event.

Primary Sources Comparing Viewpoints

The Fourteen Points

In a speech to Congress on January 8, 1918, President Wilson laid out America's war aims and his vision for peace after the war. His speech included fourteen key points upon which he believed the peace following the war must be based. However, not all of Wilson's ideas were adopted at the Paris Peace Conference.

The Fourteen Points speech is excerpted below. Following it is an excerpt from the opening speech of Premier Georges Clemenceau of France at the Versailles conference in 1919. It is his response to the Fourteen Points.

As you read, compare their viewpoints on postwar peace.

Primary Source 1
The Fourteen Points, Woodrow Wilson

... What we demand in this war, therefore, is nothing peculiar [unique] to ourselves. It is that the world be made fit and safe to live in; and particularly that it be made safe for every peace-loving nation which, like our own, wishes to live its own life, [and] determine its own institutions [choose its own government]. ... The program of the world's peace, therefore, is our only program; and that program, the only possible program as we see it, is this:

DISTINGUISH AMONG FACT, OPINION, AND REASONED JUDGMENT When Wilson says, "The program of the world's peace, therefore, is our only program, the only possible program as we see it, is this," is this a fact, an opinion, or a reasoned judgment? Explain your answer.

1. Open covenants [formal agreements] of peace, openly arrived at, after which there shall be no private international understandings of any kind but [instead] diplomacy shall proceed always frankly [openly and honestly] and in the public view.
2. Absolute freedom of navigation upon the seas, outside territorial waters, alike in peace and in war, except as the seas may be closed in whole or in part by international action for the enforcement of international covenants.
3. The removal, so far as possible, of all economic barriers and the establishment of an equality of trade conditions among all the nations consenting to the peace and associating themselves for its maintenance.
4. Adequate guarantees given and taken that national armaments will be reduced to the lowest point consistent with domestic safety.

ANALYZE WORD CHOICES What two things does Wilson leave unspecified in Point 4?

EXPLAIN AN ARGUMENT Why might Wilson think that prohibiting secret agreements between nations is necessary in order to avoid war?

PARAPHRASE Restate Point 2 in your own words.

WOODROW WILSON

16.3 World War I Ends 801

All Quiet on the Western Front, Erich Maria Remarque

Introduction

Erich Maria Remarque was a German novelist who was drafted into the German army at age 18 to serve in World War I. He was injured several times. After the war, Remarque worked as a sportswriter while writing *All Quiet on the Western Front*. The book is known for describing the horrors of war in an almost casual manner. It became an instant international success. Remarque went on to write other books about World Wars I and II, but none achieved the level of success of his first novel.

Primary Source
translated by A.W. Wheen

If you need extra support, click on the icon between the text.

I am young, I am twenty years old; yet I know nothing of life but despair, death, fear, and fatuous [foolish] superficiality [lack of serious thought] cast over an abyss [bottomless pit] of sorrow. I see how peoples are set against one another, and in silence, unknowingly, foolishly, obediently, innocently slay one another. ...

Determine Author's Purpose What might Remarque mean by "innocently slay"? Why might the narrator view himself as innocent in the death of his enemies?

Type your answer here.

Contextualize Learning with Immersives

Students can experience key points in history through the eyes of the people who lived it. Digital immersive activities create social-emotional learning experiences through primary sources. Award-winning **Project Imagine** content is available through the online course.



Bring History to Life

Project Imagine digital immersives give you flexibility to dive deeper into a topic:

- Ancient Greece
- China's Tang & Song Dynasties
- The Renaissance
- The Early Industrial Revolution
- World War I
- Africa, 1945-1985

Immersives Keep Students Engaged

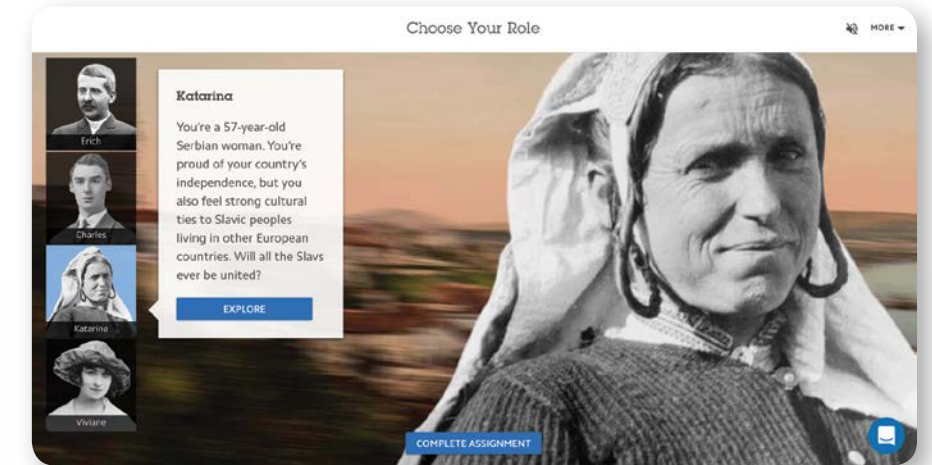
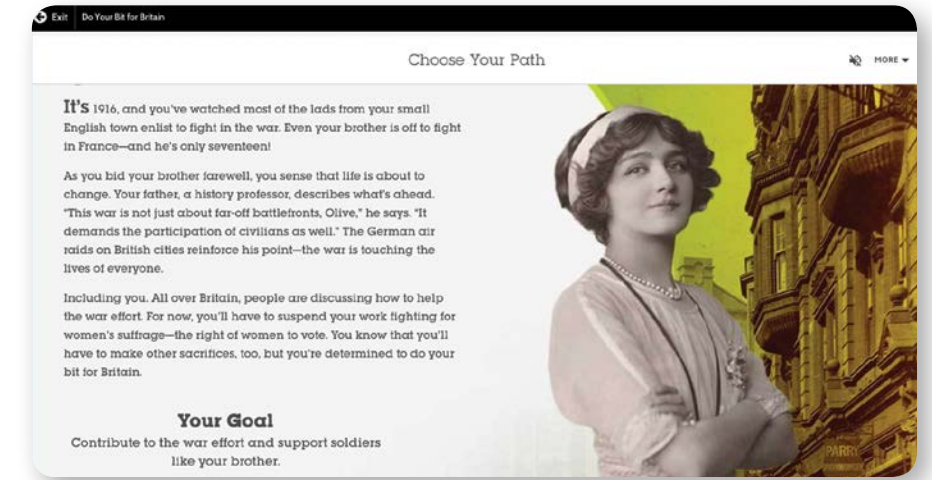
Students are active participants as they step into the past. Immersive activities include opinion polls, 360-degree virtual explorations, role plays, and more.

Create a Culturally Responsive Classroom

Project Imagine covers content beyond the typical textbook – students will see themselves in history and learn about the past through diverse perspectives.

Built on Primary Sources

Hear history through the voices of the past. Project Imagine immersives include letters, newsreels, songs, and artifacts that provide multiple viewpoints.



PRIMARY SOURCE DOCUMENT

War Nurse Diary

Excerpt From the Diary of Sister Edith Appleton, 1915, Published in *A Nurse at the Front*, Ruth Cowen, 2012

May 5

A very busy day with five cases in theatre and the wards full of gas-poisoning victims. They are fearfully sad to see. The slight ones look rather like pneumonia, and the bad ones are terrible—the poor things are blue and gasping, lungs full of fluid, and not able to cough it up. Today six have died of it in one ward alone. I heard with sorrow that we have lost **Hill 60**, owing to our men being poisoned by gas. I also heard that we borrowed gas from the French and fired four rounds of it yesterday, but we've not heard the result. There is a good deal of firing tonight.

Support All Learners

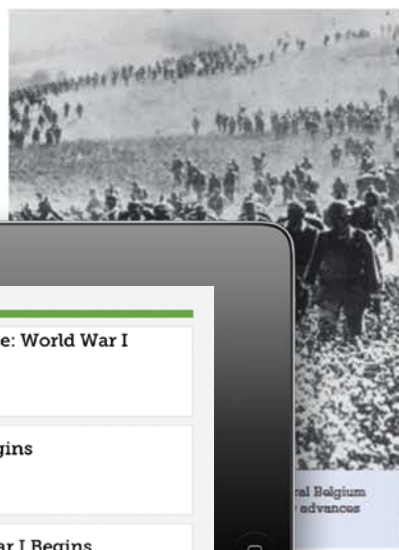
Empower all students to access challenging content by supporting them with the skills they need to succeed.

Embedded Reading Support

The magazine-style print **Student Edition** won't overwhelm students, and it comes to life in the **Realize Reader™** eText. Read aloud audio and embedded leveled lesson summaries support all readers with challenging text.



>> To aid its ally Serbia, Russia mobilized its army, including these Cossacks. As World War I began, European armies still sent cavalry units into battle.



German soldiers march during the invasion of Belgium.

The Alliance System Leads to War

The war between Austria and Serbia might have been another "summer war," like most European wars of the previous century. However, the carefully planned alliances soon drew the great powers into the conflict.

Russia and France Support Serbia After receiving Austria's ultimatum, Serbia turned to its ally, Russia. From St. Petersburg, Nicholas II telegraphed William II. The tsar asked the kaiser to urge Austria to soften its demands. When this plea failed, Russia began to **mobilize**, or prepare its military forces for war. On August 1, Germany responded by declaring war on Russia.

Russia, in turn, appealed to its ally France. In Paris, nationalists saw a chance to avenge France's defeat in the Franco-Prussian War. Though French leaders had some doubts, they gave Russia the same kind of backing Germany offered to Austria. When Germany demanded that France keep out of the conflict, France refused. Germany then declared war on France.

Germany Marches Through Belgium By early August, the battle lines were hardening. Italy and Britain still remained uncommitted. Italy chose to stay neutral for the time being. **Neutrality** is a policy of supporting neither side in a war. Britain had to decide quickly whether or not to support its ally France. Then, Germany's war plans suddenly made the decision for Britain.

Germany's worst fear was a war on two fronts, with France attacking from the west and Russia from the east. Years earlier, General Alfred Schlieffen (SHLEE-fun) had developed a strategy to avoid a two-front war. Schlieffen reasoned that Russia's lumbering military would be slow to mobilize. Under the Schlieffen Plan, Germany first had to defeat France quickly. Then it would concentrate its forces against Russia.

To ensure a swift victory in the west, the Schlieffen Plan required German armies to march through neutral Belgium and then swing south behind French lines. The goal was to encircle and crush France's army. The Germans embarked on the plan by invading Belgium on August 3.

However, Germany had signed a treaty with Britain and France guaranteeing Belgian neutrality. Outraged by the invasion of Belgium, Britain declared war on Germany on August 4.

Once the machinery of war was set in motion, it seemed impossible to stop. Military leaders insisted that they must mobilize their forces immediately to accomplish their military goals. These military

Two Levels of Support

On the **Realize** digital course, easily assign lesson summaries at two different reading levels, with read aloud audio available. Spanish lesson summaries are also available.



>> **Analyze Maps** How does this map help explain the expansion of World War I from a localized to a global war? **BOUNCE to Activate Map**

timetables made it impossible for political leaders to negotiate instead of fight.

Whose Fault? How did an assassination lead to all-out war in just a few weeks? During the war, each side blamed the other. Afterward, the victorious Allies blamed Germany. Today, most historians agree that all parties must share blame for a catastrophe nobody wanted.

Each great power believed its cause was just. Austria wanted to punish Serbia for encouraging terrorism. Germany felt that it must stand by its one dependable ally, Austria. Russia saw the Austrian ultimatum to Serbia as an effort to oppress Slavic peoples.

France feared that if it did not support Russia, it would have to face Germany alone later. Britain felt committed to protect Belgium, but also feared the growing power of Germany.

Once the machinery of war was set in motion with the Austrian ultimatum and mobilization of troops, political leaders could no longer save the peace. Although government leaders made the decisions, most people on both sides were committed to military action. Young men rushed to enlist, cheered on by women and their elders. Now that war had come at last, it seemed an exciting adventure.

British diplomat Edward Grey was less optimistic. As armies began to move, he predicted, "The lamps

are going out all over Europe. We shall not see them lit again in our lifetime."

IDENTIFY CENTRAL ISSUES How did Germany's invasion of Belgium bring Britain into the war?

ASSESSMENT

- Generate Explanations** How were economic competition and Imperialism causes of World War I?
- Identify Cause and Effect** Was nationalism a cause of World War I? Why or why not? Give examples.
- Identify Central Issues** What is militarism, and how did it influence the nations of Europe prior to World War I?
- Draw Conclusions** How did the alliance system spread the original conflict between Austria-Hungary and Serbia into a general war involving many countries?
- Connections to Today** Europeans romanticized war at the outbreak of World War I. Do you think Americans romanticize war today? Explain your reasoning and cite examples to support your answer.

Point-of-Use Support

The wraparound **Teacher Edition** provides you with scaffolding tools when you need it, including differentiation instruction, EL support, and more.

Guided Reading and Discussion

Discuss with students how imperialism, militarism, and nationalism were all major causes of World War I.

Compare and Contrast Describe examples of European nationalism. (Answers may vary. Sample response: Germany's desire to show its economic and military dominance, France's desire to get back Alsace and Lorraine, Russia's pan-Slavism, and Serbia's desire for a South Slav state)

Synthesize How were economic rivalries connected to imperialism in Europe before World War I? (Sample response: European countries gained economically from the resources provided by their colonies. As a result, the country with the most colonies would have access to the most resources. This created a rivalry for colonies and increased tensions.)



Assess Student Learning

Assess student knowledge in multiple ways for each lesson and topic, including differentiated content.

Read each question and choose the best answer.

How was imperialism a cause of World War I?

- A. Rivalry over overseas territories increased tensions in Europe.
- B. Colonies' efforts to gain independence increased tensions in Europe.
- C. Alliances among overseas territories increased tensions in Europe.
- D. Efforts to stimulate trade increased tensions in European colonies.

You need more practice with:

Skill/Concept

Trace how the alliance system drew nations into the war.

Successfully completed:

Describe how imperialism, nationalism, and militarism pushed Europe closer to war.

Identify the key event that sparked World War I.

Recall

Strategic Thinking

Remediated Lesson Quizzes

Each lesson ends with a quiz to test students' knowledge of the content. Students will receive personalized review strategies based on their responses.

Topic Review

A review guide at the end of each topic pulls ideas together for students. Students engage with infographics, recap key information, complete critical thinking questions, and analyze a DBQ.

VISUAL REVIEW

Use these graphics to review some of the key terms, people, and ideas from this Topic.

Causes and Effects of World War I

CAUSE AND EFFECT	
LONG-TERM CAUSES	IMMEDIATE CAUSES
<ul style="list-style-type: none"> Rivalries among European powers European alliance system Militarism and arms race Nationalist tensions in the Balkans 	<ul style="list-style-type: none"> Austria-Hungary's annexation of Bosnia and Herzegovina Fighting in the Balkans Assassination of Archduke Francis Ferdinand Russian mobilization German invasion of Belgium

Key Events in the Russian Revolution

- 1914–1917 World War I pressures Russia.
- March 1917 March Revolution causes tsar to abdicate; the provisional government takes power.
- November 1917 Bolsheviks under Lenin topple provisional government (November Revolution).

Financial Costs of World War I

British empire	\$ \$ \$ \$ \$ \$
France	\$ \$ \$ \$ \$
Russia	\$ \$ \$
United States	\$ \$ \$ \$
Germany	\$ \$ \$ \$ \$ \$
Austria-Hungary	\$ \$ \$
\$ represents \$10 billion	

SOURCE: The Harper Encyclopedia of Military History, R. Ernest Dupuy and Trevor N. Dupuy

DOCUMENT-BASED QUESTIONS

The entry of the United States into the war in April 1917 was a turning point in World War I. Read the documents below, then answer the questions that follow.

DOCUMENT A

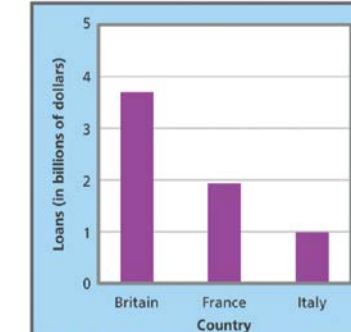
American Soldiers Arrive in Europe, 1918



SOURCE: The First World War: An Eyewitness History, Joe H. Kirbyberger

DOCUMENT D

Loans from the United States to Allies



SOURCE: The End of the European Era, 1890 to the Present, Felix Gilbert and David Clay Large

19. How would you describe the arrival of American troops in Europe in 1918?

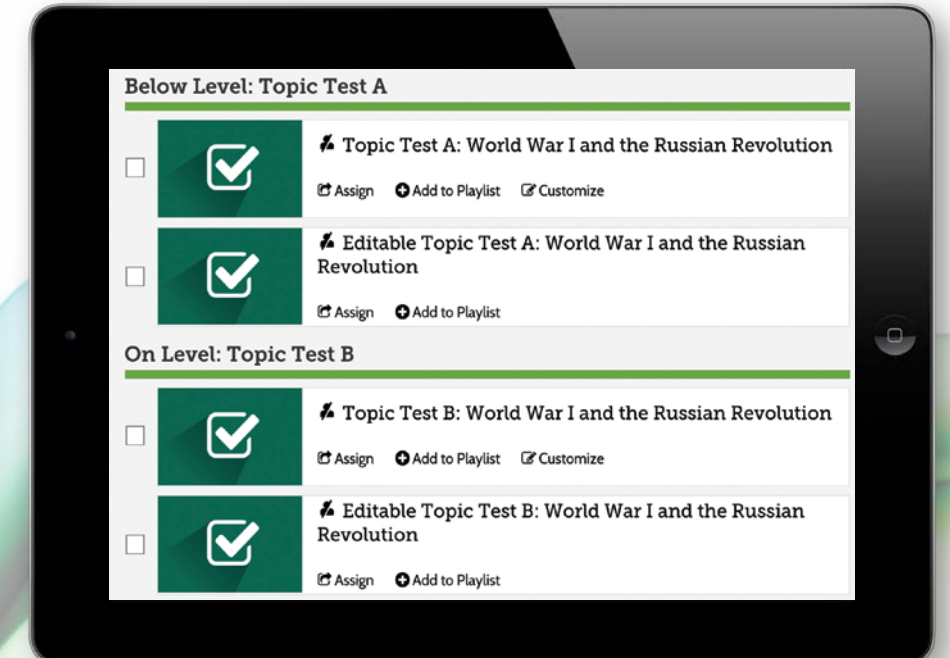
- A. slow at first, but rapid after March
- B. steady throughout the year
- C. rapid at first, but slow after March
- D. No American troops arrived in Europe in 1918.

20. How did the United States navy help break Germany's submarine blockade of Britain?

- A. by completely destroying the German submarine fleet
- B. by finding new routes around the German submarine fleet
- C. by strengthening the convoys
- D. by sending supplies to France rather than Britain

Topic Tests for Every Level

Three topic tests (Above Level, On Level, and Below Level) are available in an editable document, or assign to students directly through **Realize**.



Try the Online Program

[Savvas.com/world-history-interactive](https://www.savvas.com/world-history-interactive)

World History Interactive is more than a textbook program – it's your one-stop for engaging social studies content, assessments, and multimedia. Find these exciting resources, and more, embedded within the program:

- Digital Interactives
- Lesson Videos
- Hip Hop Songs
- NBC Learn My Story Videos
- Social Studies Core Concepts
- 21st Century Skill Tutorials
- Editable Presentations
- Landmark Supreme Court Cases

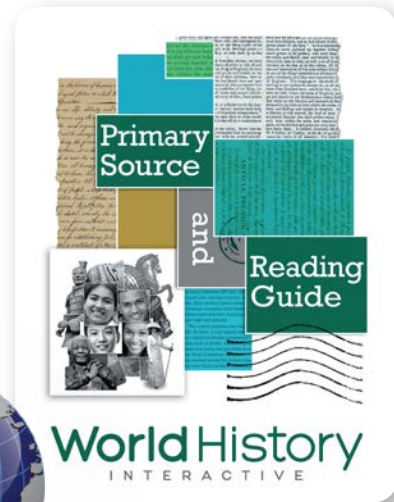
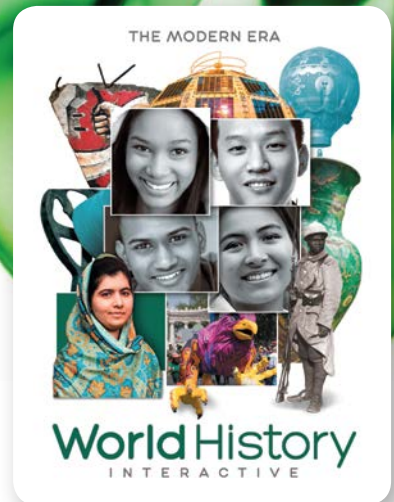
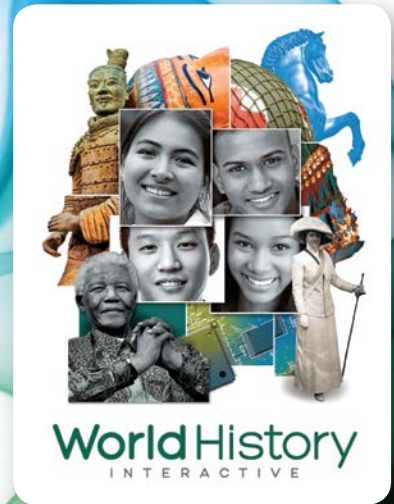


SAVVAS
LEARNING COMPANY

Savvas.com
800-848-9500

Copyright © 2020 Savvas Learning Company LLC All Rights Reserved. Savvas™ and Savvas Learning Company™ are the exclusive trademarks of Savvas Learning Company LLC in the US and in other countries.

SAM: 9781418348120 ADV: 9781418348137



Join the Conversation
@SavvasLearning



Get Fresh Ideas for Teaching

[Blog.Savvas.com](https://www.savvas.com/blog)