



INSTRUCTIONAL MATERIALS ADMINISTRATOR

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Recommendation

Yes

Comments: I think this should be adopted as an ancillary material rather than as a standalone textbook. While the information is clearly there -- all of the benchmarks and standards -- it is not as detailed in areas as it could be. While it is enough to help students pass the EOC, I don't know if the format is conducive to a deeper understanding of issues and events as it is to rote memorization. The book is full of lists and bullet points that make it easy to memorize key points for a test but don't necessarily give a richer look at the material. I do think as a review book, however, this is excellent. The Historian's Apprentice has a wide range of assignments and options -- debate, discussion, etc -- that could be implemented in any classroom. While it states it is recommended for Honors, I do not believe that to be the case. I think those assignments could easily be adapted for grade-level classes, as well.

Material for Review

Course: United States History Honors (2100320)

Title: Gateway to U.S. History Honors , Edition: 2016

Copyright: 2016

Author: Mark Jarrett & Robert Yahng

Grade Level: 9 - 12

Content

Answer each item below and select the "Save" button to save your responses. You must select the "Save" button before going to another section or leaving this page to save the answers you have provided. If you are unable to complete the section, you may save your answers and come back to complete at a later time. All items must be answered for a section to be considered complete.

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To answer each item, select the appropriate rating from the following scale:

5 - VERY GOOD ALIGNMENT

4 - GOOD ALIGNMENT

3 - FAIR ALIGNMENT

2 - POOR ALIGNMENT

1 - VERY POOR/NO ALIGNMENT

Upon completion of all Areas of Review, the Recommendation link will become available with a record of how you scored each section of the evaluation.

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- Additional information regarding the Content, Presentation, and Learning requirements are located in the Social Studies K-12 Specifications for the 2016-17 Florida State Adoption of Instructional Materials.

Each set of materials submitted for adoption is evaluated based on each benchmark for that course and the Content, Presentation, and Learning items included in this rubric.

A. Alignment with curriculum1. A. The content aligns with the state's standards and benchmarks for subject, grade level and learning outcomes.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

Each of the state's NGSSS is represented. Chapters begin with the NGSSS and outcomes are provided in the form of assessments at the end of the chapter.

2. A. The content is written to the correct skill level of the standards and benchmarks in the course.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

The material is written for high school students. The book is billed for "honors" but I did not see language that would preclude other students from using the material; it did not seem to be higher language than grade level.

3. A. The materials are adaptable and useful for classroom instruction.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

The materials are specifically designed for classroom instruction. There are many classroom assignments provided in each chapter in the Historian's Apprentice. They include ways to interact with the material.

B. Level of Treatment4. B. The materials provide sufficient details for students to understand the significance of topics and events.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

Some of the topics are "lighter" than others but the major events, facts and details required to pass the EOC are present.

5. B. The level (complexity or difficulty) of the treatment of content matches the standards.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

The text is written on grade level for high school and corresponds to the material required in the standards.

6. B. The level (complexity or difficulty) of the treatment of content matches the student abilities and grade level.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

The text is written on grade level for high school and corresponds to the material required in the standards.

7. B. The level (complexity or difficulty) of the treatment of content matches the time period allowed for teaching.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

This book can easily be finished within the confines of a school year. The chapters are not overly dense and there are only 18 chapters.

C. Expertise for Content Development8. C. The primary and secondary sources cited in the materials reflect expert information for the subject.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

The primary and secondary sources listed in the book are excellent. They offer a wide range of authors, types, text/visuals, etc.

9. C. The primary and secondary sources contribute to the quality of the content in the materials.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

I think the questions asked after the primary sources absolutely contribute to the information within each chapter.

D. Accuracy of Content10. D. The content is presented accurately. (Material should be devoid of typographical or visual errors).

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

I did not see any errors.

11. D. The content of the material is presented objectively. (Material should be free of bias and contradictions and is noninflammatory in nature).

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

The book does an excellent job of providing historiography and the development of various historians' theories regarding events. I did not detect bias of the authors, however.

12. D. The content of the material is representative of the discipline? (Material should include prevailing theories, concepts, standards, and

models used with the subject area).

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

The book does an excellent job of providing historiography and the development of various historians' theories regarding events.

13. D. The content of the material is factual accurate. (Materials should be free of mistakes and inconsistencies).

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

I did not find any errors.

E. Currency of Content 14. E. The content is up-to-date according to current research and standards of practice.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

The book does an excellent job of providing historiography and the development of various historians' theories regarding events.

15. E. The content is presented to the curriculum, standards, and benchmarks in an appropriate and relevant context.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

The content is relevant to the NGSSS and required curriculum by the state; it is appropriate for high school students.

16. E. The content is presented in an appropriate and relevant context for the intended learners.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

I think the Historian's Apprentice makes the information relevant and relatable to students. There are opportunities for debate, discussion, reading, writing and research.

F. Authenticity of Content 17. F. The content includes connections to life in a context that is meaningful to students.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

I think the Historian's Apprentice makes the information relevant and relatable to students. There are opportunities for debate, discussion, reading, writing and research.

18. F. The material includes interdisciplinary connections which are intended to make the content meaningful to students.

VERY GOOD ALIGNMENT **GOOD ALIGNMENT** FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

The interdisciplinary connections are generally historical looks at other fields rather than connections to today that might be more relevant.

G. Multicultural Representation 19. G. The portrayal of gender, ethnicity, age, work situations, cultural, religious, physical, and various social groups are fair and unbiased. (Please explain any unfair or biased portrayals in the comments section).

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

I saw no issues of bias.

H. Humanity and Compassion 20. H. The materials portray people and animals with compassion, sympathy, and consideration of their needs and values and exclude hard-core pornography and inhumane treatment. (An exception may be necessary for units covering animal welfare).

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

I saw no issues of inhumane treatment.

21. In general, is the content of the benchmarks and standards for this course covered in the material.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

The content of the NGSSS are absolutely covered in this textbook.

Presentation

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A. Comprehensiveness of Student and Teacher Resources1. A. The comprehensiveness of the student resources address the targeted learning outcomes without requiring the teacher to prepare additional teaching materials for the course.

VERY GOOD ALIGNMENT **GOOD ALIGNMENT** **FAIR ALIGNMENT** **POOR ALIGNMENT** **VERY POOR/NO ALIGNMENT**

Justification:

Yes. Teachers should not need any additional resources in order to teach this course. There are enough assignments to keep students actively engaged and assess their ability to read, write and think critically.

B. Alignment of Instructional Components2. B. All components of the major tool align with the curriculum and each other.

VERY GOOD ALIGNMENT **GOOD ALIGNMENT** **FAIR ALIGNMENT** **POOR ALIGNMENT** **VERY POOR/NO ALIGNMENT**

Justification:

The curriculum aligns with the NGSSS.

C. Organization of Instructional Materials3. C. The materials are consistent and logical organization of the content for the subject area.

VERY GOOD ALIGNMENT **GOOD ALIGNMENT** **FAIR ALIGNMENT** **POOR ALIGNMENT** **VERY POOR/NO ALIGNMENT**

Justification:

The material is organized chronologically and corresponds to NGSSS.

D. Readability of Instructional Materials4. D. Narrative and visuals engage students in reading or listening as well as in understanding of the content at a level appropriate to the students' abilities.

VERY GOOD ALIGNMENT **GOOD ALIGNMENT** **FAIR ALIGNMENT** **POOR ALIGNMENT** **VERY POOR/NO ALIGNMENT**

Justification:

The text and visuals are appropriate for high school and are engaging.

E. Pacing of Content5. E. The amount of content presented at one time or the pace at which it is presented must be of a size or rate that allows students to perceive and understand it.

VERY GOOD ALIGNMENT **GOOD ALIGNMENT** **FAIR ALIGNMENT** **POOR ALIGNMENT** **VERY POOR/NO ALIGNMENT**

Justification:

Chapters are not overly dense and the material is presented in chunks to make it digestible for students. I do not believe this book would be overwhelming to students.

Accessibility6. The material contains presentation, navigation, study tool and assistive supports that aid students, including those with disabilities, to access and interact with the material. (For assistance refer to the answers on the UDL questionnaire).

VERY GOOD ALIGNMENT **GOOD ALIGNMENT** **FAIR ALIGNMENT** **POOR ALIGNMENT** **VERY POOR/NO ALIGNMENT**

Justification:

The material does not have any real interaction with the material as far as presentation or navigation, and I read the UDL questionnaire but did not see any special instruction for students with disabilities.

7. In general, how well does the submission satisfy PRESENTATION requirements? (The comments should support your responses to the questions in the Presentation section).

VERY GOOD ALIGNMENT **GOOD ALIGNMENT** **FAIR ALIGNMENT** **POOR ALIGNMENT** **VERY POOR/NO ALIGNMENT**

Justification:

The presentation of the material is well done. All of the requirements are clearly present and the information is formatted to make it easy to understand without overwhelming.

Learning

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A. Motivational Strategies 1. A. Instructional materials include features to maintain learner motivation.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

Yes! This is excellent. The use of the "Historian's Apprentice" offers a WIDE range of options for classroom activities and a number of ways to interact with the information -- reading, writing, role playing, debate, etc.

B. Teaching a Few "Big Ideas" 2. B. Instructional materials thoroughly teach a few important ideas, concepts, or themes.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

The standards are absolutely covered in this text; some receive minor attention but the important ideas and themes are thoroughly covered.

C. Explicit Instruction 3. C. The materials contain clear statements of information and outcomes.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

Each chapter starts with a clear explanation of the standards and the key words for the chapter. In addition, each chapter includes sources with guided questions; a Historian's Apprentice with activities; as well review cards and practice questions. I believe the outcomes are the assessment at the end of each chapter and it is clear what students should have learned.

D. Guidance and Support 4. D. The materials provide guidance and support to help students safely and successfully become more independent learners and thinkers.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

The ample reading, writing and research assignments throughout the course involve both individual learning as well as group and class discussion.

5. D. Guidance and support must be adaptable to developmental differences and various learning styles.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

I believe a teacher should be able to adapt the lessons in the Historian's Apprentice to meet the various learning styles in the course; the number of ideas is overwhelming and many involve kinetic as well as visual mastery.

E. Active Participation of Students 6. E. The materials engage the physical and mental activity of students during the learning process.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

Yes! This is excellent. The use of the "Historian's Apprentice" offers a WIDE range of options for classroom activities and a number of ways

to interact with the information -- reading, writing, role playing, debate, etc.

7. E. Rate how well the materials include organized activities that are logical extensions of content, goals, and objectives.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

Yes! This is excellent. The use of the "Historian's Apprentice" offers a WIDE range of options for classroom activities and a number of ways to interact with the information -- reading, writing, role playing, debate, etc. Each of the assignments clearly relate to the objectives of the chapter and the overall learning goals as presented in the critical thinking questions and assessment at the end of the chapter.

F. Targeted Instructional Strategies 8. F. Instructional materials include the strategies known to be successful for teaching the learning outcomes targeted in the curriculum requirements.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

I think there are so many strategies presented that the student is bound to find a style that will work for them and be successful with the material.

9. F. The instructional strategies incorporated in the materials are effective in teaching the targeted outcomes.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

Again, I think there are so many opportunities for interacting with the material that students will be successful.

G. Targeted Assessment Strategies 10. G. The materials correlate assessment strategies to the desired learning outcomes.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

The assignments correspond very well to the desired learning outcomes which are evident in the chapter assessments.

11. G. the assessment strategies incorporated in the materials are effective in assessing the learners' performance with regard to the targeted outcomes.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

There are many opportunities for assessing learners' outcomes. There are guided questions for every source; there are Historian Apprentice assignments; there are multiple choice questions at the end of each chapter.

Universal Design for Learning 12. This submission incorporates strategies, materials, activities, etc., that consider the needs of all students.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

This book is targeted for Honors students so it is only fair that they are the students whose needs will be met.

13. In general, does the submission satisfy LEARNING requirements? (The comments should support your responses to the questions in the Learning section.)

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

Yes! I think many of the assignments will offer a fun way to interact with the material while making it a valuable learning experience.

Standards

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When looking at standards alignment reviewers should consider not only the robustness of the standard coverage but also the content complexity (depth of knowledge level) if appropriate. More information on content complexity as it relates to Florida standards can be found at: http://www.cpalms.org/Uploads/docs/CPALMS/initiatives/contentcomplexity/CPALMS_ccdefinitions_140711.pdf

For example, if the standard is marked as a level 3 (strategic reasoning and complex thinking) then the materials coverage should reflect this. If the materials coverage is only sufficient to allow for recall (level 1) then this should be reflected in the points assigned.

1. **SS.912.A.1.1:** Describe the importance of historiography, which includes how historical knowledge is obtained and transmitted, when interpreting events in history.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

The idea of historiography is examined at the beginning of the book and the meaning/purpose is quite clear. Throughout the book, there are numerous mentions of historians and their interpretation of the events.

2. **SS.912.A.1.2:** Utilize a variety of primary and secondary sources to identify author, historical significance, audience, and authenticity to understand a historical period.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

There are primary sources and secondary sources throughout the textbook. They include questions about the purpose, content, author, etc.

3. **SS.912.A.1.3:** Utilize timelines to identify the time sequence of historical data.

VERY GOOD ALIGNMENT **GOOD ALIGNMENT** FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

Timelines are used to identify the chronology of major events, but they are not used consistently throughout the text. More, especially at the beginning or end of a chapter, would help to clarify the chronology. There are only a few in individual chapters.

4. **SS.912.A.1.4:** Analyze how images, symbols, objects, cartoons, graphs, charts, maps, and artwork may be used to interpret the significance of time periods and events from the past.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

There are primary sources, including images, political cartoons, as well as secondary maps, charts, graphs, etc. The photographs and primary images are much better than the secondary images. The maps are helpful, but there are very few charts or graphs in each chapter. That could definitely be improved upon.

5. **SS.912.A.1.5:** Evaluate the validity, reliability, bias, and authenticity of current events and Internet resources.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

In the introduction to the book, there is a discussion about the historian's methods and the issues of reliability and validity are addressed. There are various primary and secondary sources throughout the book ask questions about these issues.

6. **SS.912.A.1.6:** Use case studies to explore social, political, legal, and economic relationships in history.

VERY GOOD ALIGNMENT GOOD ALIGNMENT **FAIR ALIGNMENT** POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

Case studies are never addressed individually and specifically. There are a fair amount of primary and secondary sources, as well as Historian Apprentice subheadings in each of the chapters. The narrative, however, does not distinguish case studies for exploring the topics listed; those are simply found throughout the text.

7. **SS.912.A.1.7:** Describe various socio-cultural aspects of American life including arts, artifacts, literature, education, and publications.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

Throughout the textbook the arts and culture of America is examined and described. This included, but was not limited to various artistic movements, literary movements, and educational movements.

8. **SS.912.A.2.1:** Review causes and consequences of the Civil War.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

The causes of the Civil War, as well as the consequences are well done and quite thorough. There is an analysis of the various compromises, as well as the sectional tensions that existed in the country leading to the war.

9. **SS.912.A.2.2:** Assess the influence of significant people or groups on Reconstruction.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

The major groups of people (Radical Republicans, Southern whites and African Americans) are all represented, as are the major figures of the time (Lincoln, Johnson & Grant).

10. **SS.912.A.2.3:** Describe the issues that divided Republicans during the early Reconstruction era.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

The various presidential plans and Congressional plan are addressed. The groups within the Republican party as discussed as well.

11. **SS.912.A.2.4:** Distinguish the freedoms guaranteed to African Americans and other groups with the 13th, 14th, and 15th Amendments to the Constitution.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

Each of the amendments are covered as are the issues related to them in the form of Black Codes and Jim Crow Laws.

12. **SS.912.A.2.5:** Assess how Jim Crow Laws influenced life for African Americans and other racial/ethnic minority groups.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

Jim Crow laws are discussed and the beginning of segregation, in both the North and the South, is examined.

13. **SS.912.A.2.6:** Compare the effects of the Black Codes and the Nadir on freed people, and analyze the sharecropping system and debt peonage as practiced in the United States.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

Black Codes, the Nadir, debt peonage and sharecropping are all addressed in this chapter.

14. **SS.912.A.2.7:** Review the Native American experience.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

Chapter 3 is an excellent source of information on the Native American experience, including a look at the causes and consequences of the Indian Wars.

15. **SS.912.A.3.1:** Analyze the economic challenges to American farmers and farmers' responses to these challenges in the mid to late 1800s.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

Chapter 3 begins the discussion of farmers and the move to the West. Chapter 7 discusses problems faced by the farmers and the responses through the Progressive Movement.

16. **SS.912.A.3.10:** Review different economic and philosophic ideologies.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

Chapter 5 discusses the differences between capitalism and socialism. It includes both ideologies and various people associated with each. Chapter 7 continues the discussion with a look at the economic philosophies during the Progressive Era.

17. **SS.912.A.3.11:** Analyze the impact of political machines in United States cities in the late 19th and early 20th centuries.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

Chapter 6 examines the role of political machines during the 19th and 20th centuries. Key people and cities are reviewed. Chapter 7 discusses the Progressive Movement.

18. **SS.912.A.3.12:** Compare how different nongovernmental organizations and progressives worked to shape public policy, restore economic opportunities, and correct injustices in American life.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

Chapter 7 discusses the responses to the Gilded Age with various nongovernmental groups. The discussion of policies and reforms is fully discussed.

19. **SS.912.A.3.13:** Examine key events and peoples in Florida history as they relate to United States history.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

There is a separate section of the chapter titled "Florida in Focus." It very clearly explains the significance of Florida to the time period! I am really impressed by this part of each chapter.

20. **SS.912.A.3.2:** Examine the social, political, and economic causes, course, and consequences of the second Industrial Revolution that

began in the late 19th century.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

The Second Industrial Revolution is examined in chapter 4 in relation to its social, political and economic causes and course. Chapter 5 looks at the consequences in labor and immigration. Chapter 7 discusses the consequences in terms of the Progressive Movement.

21. **SS.912.A.3.3:** Compare the first and second Industrial Revolutions in the United States.

VERY GOOD ALIGNMENT **GOOD ALIGNMENT** FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

The First Industrial Revolution is barely mentioned; it gets brief attention in the beginning of chapter 4. But the Second Industrial Revolution is well done. If using inference skills, students should be able to compare the first and second based on the Second alone, but there is no direct comparison in the book.

22. **SS.912.A.3.4:** Determine how the development of steel, oil, transportation, communication, and business practices affected the United States economy.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

There is discussion of all the major industries of the Second Industrial Revolution in chapter 4, including the major figures in each of those industries.

23. **SS.912.A.3.5:** Identify significant inventors of the Industrial Revolution including African Americans and women.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

There are a number of inventors and inventions discussed in chapter 4. Some are more significant than others, but they all seem to get the same attention. I do like the diversity, however, including women and African Americans.

24. **SS.912.A.3.6:** Analyze changes that occurred as the United States shifted from agrarian to an industrial society.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

Chapter 4 begins the discussion of industrialization and chapter 6 discusses the shift from agrarian to industrial society. It examines the challenges to farmers, including pricing, railroads and bimetalism. Chapter 7 continues the plight of farmers and the role of the Progressive Movement.

25. **SS.912.A.3.7:** Compare the experience of European immigrants in the east to that of Asian immigrants in the west (the Chinese Exclusion Act, Gentlemen's Agreement with Japan).

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

Chapter 6 examines the reason for immigration to the US, as well as the plight of immigrants after their arrival. Both Ellis Island and Angel Island are discussed.

26. **SS.912.A.3.8:** Examine the importance of social change and reform in the late 19th and early 20th centuries (class system, migration from farms to cities, Social Gospel movement, role of settlement houses and churches in providing services to the poor).

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

Chapter 7 discusses the social change and reforms in the 19th and 20th centuries during the Progressive Movement.

27. **SS.912.A.3.9:** Examine causes, course, and consequences of the labor movement in the late 19th and early 20th centuries.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

Chapter 5 examines the causes (IR) and consequences (labor unions) of the late 19th and early 20th centuries. Important labor unions and key people are addressed, as are important events such as the Pullman Strike.

28. **SS.912.A.4.1:** Analyze the major factors that drove United States imperialism.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

Chapter 8 is all about imperialism. It includes the major factors that caused imperialism.

29. **SS.912.A.4.10:** Examine the provisions of the Treaty of Versailles and the failure of the United States to support the League of Nations.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

The provisions of the Treaty of Versailles are examined as are the reasons why the treaty failed to gain passage in the U.S. Senate.

30. **SS.912.A.4.11:** Examine key events and peoples in Florida history as they relate to United States history.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

This book does an excellent job of both integrating Florida history where appropriate into the narrative as well as separating out key players and events of the time period. Very nicely done.

31. **SS.912.A.4.2:** Explain the motives of the United States acquisition of the territories.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

Chapter 8 nicely analyzes the causes and motives of American Imperialism, including the acquisition of new territories.

32. **SS.912.A.4.3:** Examine causes, course, and consequences of the Spanish American War.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

Chapter 8 nicely examines the causes, course and consequences of the Spanish American War.

33. **SS.912.A.4.4:** Analyze the economic, military, and security motivations of the United States to complete the Panama Canal as well as major obstacles involved in its construction.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

Chapter 8 analyzes the Panama Canal and the economic, military and security motivations that prompted its construction.

34. **SS.912.A.4.5:** Examine causes, course, and consequences of United States involvement in World War I.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

The causes, course and consequences of the war and the U.S.'s involvement in the war are examined.

35. **SS.912.A.4.6:** Examine how the United States government prepared the nation for war with war measures (Selective Service Act, War Industries Board, war bonds, Espionage Act, Sedition Act, Committee of Public Information).

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

All of the home front programs and war measures are examined in chapter 9.

36. **SS.912.A.4.7:** Examine the impact of airplanes, battleships, new weaponry and chemical warfare in creating new war strategies (trench warfare, convoys).

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

The impact of new technology are examined in chapter 9.

37. **SS.912.A.4.8:** Compare the experiences Americans (African Americans, Hispanics, Asians, women, conscientious objectors) had while serving in Europe.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

The role of various groups in American history, including minorities and women, are examined in Chapter 9.

38. **SS.912.A.4.9:** Compare how the war impacted German Americans, Asian Americans, African Americans, Hispanic Americans, Jewish Americans, Native Americans, women and dissenters in the United States.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

The role of various groups in American history, including minorities and women, are examined in Chapter 9

39. **SS.912.A.5.1:** Discuss the economic outcomes of demobilization.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

The economic impact of demobilization is specifically discussed in relation to government purchases and job outcomes.

40. **SS.912.A.5.10:** Analyze support for and resistance to civil rights for women, African Americans, Native Americans, and other minorities.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

The origins of the civil rights movements, including the women's right to vote movement, is discussed in Chapter 10.

41. **SS.912.A.5.11:** Examine causes, course, and consequences of the Great Depression and the New Deal.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

All of chapter 11 is about the causes, course and consequences of the Great Depression and the New Deal. The individual programs of the New Deal are examined, as are the major issues of the time for the various groups, including farmers and workers.

42. **SS.912.A.5.12:** Examine key events and people in Florida history as they relate to United States history.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

The book does an excellent job of both weaving Florida history in the chapter and examining specific individuals and events in Florida at the same time as the chapter.

43. **SS.912.A.5.2:** Explain the causes of the public reaction (Sacco and Vanzetti, labor, racial unrest) associated with the Red Scare.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

The Red Scare is examined and public reaction, specifically stating Sacco and Vanzetti, is discussed.

44. **SS.912.A.5.3:** Examine the impact of United States foreign economic policy during the 1920s.

VERY GOOD ALIGNMENT **GOOD ALIGNMENT** FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

The economic policies in the 1920s regarding foreign policy relates mainly to tariffs.

45. **SS.912.A.5.4:** Evaluate how the economic boom during the Roaring Twenties changed consumers, businesses, manufacturing, and marketing practices.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

The economic boom of the 1920s is thoroughly examined, including various practices by individuals and businesses.

46. **SS.912.A.5.5:** Describe efforts by the United States and other world powers to avoid future wars.

VERY GOOD ALIGNMENT **GOOD ALIGNMENT** FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

Weirdly, the specific policy of isolation is not mentioned in chapter 10 but the idea of joint conferences and various treaties and repayment plans for Europe are described.

47. **SS.912.A.5.6:** Analyze the influence that Hollywood, the Harlem Renaissance, the Fundamentalist movement, and prohibition had in changing American society in the 1920s.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

The book does a nice job of discussing the Harlem Renaissance, the Fundamentalist movement and prohibition as movements of the 1920s.

48. **SS.912.A.5.7:** Examine the freedom movements that advocated civil rights for African Americans, Latinos, Asians, and women.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

The book does a very nice job of examining the social changes and the beginnings of the civil rights movements for minorities and women in chapter 10.

49. **SS.912.A.5.8:** Compare the views of Booker T. Washington, W.E.B. DuBois, and Marcus Garvey relating to the African American experience.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

The philosophies of Washington, DuBois and Garvey are explained in Chapter 10.

50. **SS.912.A.5.9:** Explain why support for the Ku Klux Klan varied in the 1920s with respect to issues such as anti-immigration, anti-African American, anti-Catholic, anti-Jewish, anti-women, and anti-union ideas.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

The reappearance of the KKK is examined in chapter 10. The changing views of the Klan is described as their targets changed over time.

51. **SS.912.A.6.1:** Examine causes, course, and consequences of World War II on the United States and the world.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

All of chapter 12 is about the causes, course and consequences of WW2. The chapter provides a nice overview of the causes of the rise of totalitarian governments across Europe and the failed efforts to avoid a war. The events of the war are nicely described and America's involvement on both the home and foreign fronts is discussed.

52. **SS.912.A.6.10:** Examine causes, course, and consequences of the early years of the Cold War (Truman Doctrine, Marshall Plan, NATO,

Warsaw Pact).

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

The Cold War is thoroughly examined in chapter 13. Truman's policies, as well as the Marshall Plan, NATO and the Warsaw Pact are all included.

53. **SS.912.A.6.11:** Examine the controversy surrounding the proliferation of nuclear technology in the United States and the world.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

Chapter 12 introduced the concept of the Manhattan Project and the effects of dropping the atomic bomb on Japan. Chapter 13 and the Cold War continues the discussion of the topic and examines the issues relating to nuclear weapons. This is continued in chapters 14 & 16.

54. **SS.912.A.6.12:** Examine causes, course, and consequences of the Korean War.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

The causes, course and the Korean War are discussed in chapter 13.

55. **SS.912.A.6.13:** Analyze significant foreign policy events during the Truman, Eisenhower, Kennedy, Johnson, and Nixon administrations.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

The policies of the presidents are examined in chapters 13 (Truman & Eisenhower) and 15 (JFK, LBJ & Nixon). Their foreign policy, including Korea, Vietnam, the domino theory, etc. are all examined.

56. **SS.912.A.6.14:** Analyze causes, course, and consequences of the Vietnam War.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

The causes, course and consequences of the Vietnam War are included in chapter 15.

57. **SS.912.A.6.15:** Examine key events and peoples in Florida history as they relate to United States history.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

The book does an excellent job of incorporating Florida people and events in the narrative of the chapter as well as the spotlight on specifics at the same time period.

58. **SS.912.A.6.2:** Describe the United States response in the early years of World War II (Neutrality Acts, Cash and Carry, Lend Lease Act).

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

The book does a nice job of describing the American responses and keeping neutrality while attempting to help the Allies.

59. **SS.912.A.6.3:** Analyze the impact of the Holocaust during World War II on Jews as well as other groups.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

The book FOCUSES on Jews and MENTIONS other groups. The book does a nice job of explaining FDR's policy during the Holocaust.

60. **SS.912.A.6.4:** Examine efforts to expand or contract rights for various populations during World War II.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

The book examines various workers unions and groups, such as CORE to expand rights.

61. **SS.912.A.6.5:** Explain the impact of World War II on domestic government policy.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

The book explains the impact of WW2 on domestic policy.

62. **SS.912.A.6.6:** Analyze the use of atomic weapons during World War II and the aftermath of the bombings.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

The book does a great job of describing the Manhattan Project as well as the new atomic age immediately following the dropping of the first atomic bomb.

63. **SS.912.A.6.7:** Describe the attempts to promote international justice through the Nuremberg Trials.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

The book explains the trials at Nuremberg.

64. **SS.912.A.6.8:** Analyze the effects of the Red Scare on domestic United States policy.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

The Red Scare is first introduced in the 1920s and the theme is continued in chapter 13, post-war Europe.

65. **SS.912.A.6.9:** Describe the rationale for the formation of the United Nations, including the contribution of Mary McLeod Bethune.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

The book does a nice job of explaining the UN and the structure of the organization, its purposes and the contribution of M.M. Bethune.

66. **SS.912.A.7.1:** Identify causes for Post-World War II prosperity and its effects on American society.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

Post-WW2 prosperity and its effects are examined in chapter 14; this includes consumerism, the baby boom and the suburbs.

67. **SS.912.A.7.10:** Analyze the significance of Vietnam and Watergate on the government and people of the United States.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

Vietnam and Watergate are both examined in chapters 15 (Vietnam) and 16 (Watergate). The impact on the people, including protests and Ford are discussed.

68. **SS.912.A.7.11:** Analyze the foreign policy of the United States as it relates to Africa, Asia, the Caribbean, Latin America, and the Middle East.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

Foreign policy since 1972 is discussed in chapter 16. This includes Nixon and China; Jimmy Carter and Iran; and Reagan.

69. **SS.912.A.7.12:** Analyze political, economic, and social concerns that emerged at the end of the 20th century and into the 21st century.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

The final chapter of the narrative includes the ADA, affirmative action, terrorism, climate change and gun control!

70. **SS.912.A.7.13:** Analyze the attempts to extend New Deal legislation through the Great Society and the successes and failures of these programs to promote social and economic stability.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

The Great Society and LBJ's programs on poverty are examined in chapter 15; this includes Head Start, medicare and medicaid.

71. **SS.912.A.7.14:** Review the role of the United States as a participant in the global economy (trade agreements, international competition, impact on American labor, environmental concerns).

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

The WTO and NAFTA are discussed as in chapter 16 as an examination of America in the global economy.

72. **SS.912.A.7.15:** Analyze the effects of foreign and domestic terrorism on the American people.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

Terrorism is covered in both chapters 16 and 15; it starts with Reagan and continues to the 21st century.

73. **SS.912.A.7.16:** Examine changes in immigration policy and attitudes toward immigration since 1950.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

Immigration is examined as one of the ongoing challenges in American history faced in the late 20th and early 21st centuries.

74. **SS.912.A.7.17:** Examine key events and key people in Florida history as they relate to United States history.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

I think one of the strengths of this text is the integration of Florida history throughout the textbook.

75. **SS.912.A.7.2:** Compare the relative prosperity between different ethnic groups and social classes in the post-World War II period.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

The economic boom and the disparity between groups is discussed in chapter 14, post-war prosperity.

76. **SS.912.A.7.3:** Examine the changing status of women in the United States from post-World War II to present.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

The changing role of women is examined in chapter 15. Betty Friedan and the Feminist Movement are included.

77. **SS.912.A.7.4:** Evaluate the success of 1960s era presidents' foreign and domestic policies.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

The domestic and foreign policies of JFK, LBJ and Nixon are discussed in chapter 15.

78. **SS.912.A.7.5:** Compare nonviolent and violent approaches utilized by groups (African Americans, women, Native Americans, Hispanics) to achieve civil rights.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

This is excellent. Various civil rights leaders are examined and the approaches used by groups and individuals is compared. The discussion of militants versus leaders.

79. **SS.912.A.7.6:** Assess key figures and organizations in shaping the Civil Rights Movement and Black Power Movement.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

This is excellent. Various civil rights leaders are examined and the approaches used by groups and individuals is compared. The discussion of militants versus leaders.

80. **SS.912.A.7.7:** Assess the building of coalitions between African Americans, whites, and other groups in achieving integration and equal rights.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

This is excellent. Various civil rights leaders are examined and the approaches used by groups and individuals is compared. The collaboration amongst various groups is discussed (Freedom Riders, SNCC...)

81. **SS.912.A.7.8:** Analyze significant Supreme Court decisions relating to integration, busing, affirmative action, the rights of the accused, and reproductive rights.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

Various decisions from the Warren Court are discussed, including Brown v. Education and Roe v. Wade.

82. **SS.912.A.7.9:** Examine the similarities of social movements (Native Americans, Hispanics, women, anti-war protesters) of the 1960s and 1970s.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

The social movements of the day are all discussed; this includes Natives, Hispanics and women.

83. **SS.912.G.1.2:** Use spatial perspective and appropriate geographic terms and tools, including the Six Essential Elements, as organizational schema to describe any given place.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

There is an entire chapter (19) dedicated to geography. It includes the 6 Essential Elements and explains how to describe locations.

84. **SS.912.G.1.3:** Employ applicable units of measurement and scale to solve simple locational problems using maps and globes.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

There is an entire chapter (19) dedicated to geography. It includes scale on maps and globes.

85. **SS.912.G.2.1:** Identify the physical characteristics and the human characteristics that define and differentiate regions.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

There is an entire chapter (19) dedicated to geography. It includes characteristics of a Region that differentiate regions and physical/cultural characteristics.

86. **SS.912.G.4.2:** Use geographic terms and tools to analyze the push/pull factors contributing to human migration within and among places.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

Chapter 3 begins the discussion of push/pull factors for moving to the West. Chapter 6 examines the push pull factors that contributed to immigration to the US in the late 19th and early 20th centuries.

87. **SS.912.G.4.3:** Use geographic terms and tools to analyze the effects of migration both on the place of origin and destination, including border areas.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

Chapter 3 begins the discussion of migration to the West. Chapter 6 discusses the geographic influence of immigration to the United States in the late 19th and early 20th centuries.

88. **SS.912.H.1.1:** Relate works in the arts (architecture, dance, music, theatre, and visual arts) of varying styles and genre according to the periods in which they were created.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

The book integrates art when appropriate; it is most obvious when discussing the Harlem Renaissance; all of the visual arts are represented.

89. **SS.912.H.1.3:** Relate works in the arts to various cultures.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

The book integrates art when appropriate; it is most obvious when discussing the Harlem Renaissance; all of the visual arts are represented.

90. **SS.912.H.1.5:** Examine artistic response to social issues and new ideas in various cultures.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

The book integrates art when appropriate; it is most obvious when discussing the Harlem Renaissance; all of the visual arts are represented.

91. **SS.912.H.3.1:** Analyze the effects of transportation, trade, communication, science, and technology on the preservation and diffusion of culture.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

The book integrates technology, including communication, science and the modern Internet age, throughout the reading.

92. **ELD.K12.ELL.SI.1:** English language learners communicate for social and instructional purposes within the school setting.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT **VERY POOR/NO ALIGNMENT**

Justification:

I did not see any activities or instructional materials specific to ELL.

93. **ELD.K12.ELL.SS.1:** English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT **VERY POOR/NO ALIGNMENT**

Justification:

I did not see any activities or instructional materials specific to ELL.

94. **HE.912.C.2.4:** Evaluate how public health policies and government regulations can influence health promotion and disease prevention.

VERY GOOD ALIGNMENT GOOD ALIGNMENT **FAIR ALIGNMENT** POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

The only public health policies really mentioned deal with slums and the Meat Inspection Acts. I do not recall seeing

95. **LAFS.1112.RH.1.1:** Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

There are primary and secondary sources throughout the text as a whole. There are guided questions and critical thinking questions to all aspects of reading, writing and interpreting history. There are comprehension, critical thinking and analytical thinking questions. There are ample writing assignments and research opportunities.

96. **LAFS.1112.RH.1.2:** Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

There are primary and secondary sources throughout the text as a whole. There are guided questions and critical thinking questions to all aspects of reading, writing and interpreting history. There are comprehension, critical thinking and analytical thinking questions. There are ample writing assignments and research opportunities.

97. **LAFS.1112.RH.1.3:** Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

There are numerous examples of historiography, as well as primary and secondary sources that require students to evaluate critical information.

98. **LAFS.1112.RH.2.4:** Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10).

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

There are extensive vocabulary lessons in the text.

99. **LAFS.1112.RH.2.5:** Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.

VERY GOOD ALIGNMENT **GOOD ALIGNMENT** FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

There are a number of primary and secondary sources that ask questions about the language and purpose of the material; I did not see many examples of analysis of the text structure, however.

100. **LAFS.1112.RH.2.6:** Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

This is well done throughout the book. In addition to historiography, the text analyzes multiple historians and their interpretation of events.

101. **LAFS.1112.RH.3.7:** Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

There are primary and secondary sources throughout the text as a whole. There are guided questions and critical thinking questions to all aspects of reading, writing and interpreting history. There are comprehension, critical thinking and analytical thinking questions. There are ample writing assignments and research opportunities.

102. **LAFS.1112.RH.3.8:** Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

There are primary and secondary sources throughout the text as a whole. There are guided questions and critical thinking questions to all aspects of reading, writing and interpreting history. There are comprehension, critical thinking and analytical thinking questions. There are ample writing assignments and research opportunities.

103. **LAFS.1112.RH.3.9:** Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

There are primary and secondary sources throughout the text as a whole. There are guided questions and critical thinking questions to all aspects of reading, writing and interpreting history. There are comprehension, critical thinking and analytical thinking questions. There are ample writing assignments and research opportunities.

104. **LAFS.1112.RH.4.10:** By the end of grade 12, read and comprehend history/social studies texts in the grades 11–CCR text complexity band independently and proficiently.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

Using this text, students should be able to comprehend history independently and proficiently.

105. **LAFS.1112.SL.1.1:** Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

- b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
- c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
- d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

The Historian's Apprentice offers AMPLE suggestions for reading, writing and research. Many of the activities are directed at debate and discussion within the classroom setting. Many require the use of small groups and others are for written responses.

106. **LAFS.1112.SL.1.2:** Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

There are ample text sources, as well as images, photographs, and a few charts and graphs. I think that is one of the things that could be added to the text for visual comparison and ease of understanding.

107. **LAFS.1112.SL.1.3:** Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

There are primary and secondary sources throughout the text as a whole. There are guided questions and critical thinking questions to all aspects of reading, writing and interpreting history. There are comprehension, critical thinking and analytical thinking questions. There are ample writing assignments and research opportunities.

108. **LAFS.1112.SL.2.4:** Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

There are primary and secondary sources throughout the text as a whole. There are guided questions and critical thinking questions to all aspects of reading, writing and interpreting history. There are comprehension, critical thinking and analytical thinking questions. There are ample writing assignments and research opportunities.

109. **LAFS.1112.WHST.1.1:** Write arguments focused on discipline-specific content.

- a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.
- b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.
- c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
- d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- e. Provide a concluding statement or section that follows from or supports the argument presented.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

There are primary and secondary sources throughout the text as a whole. There are guided questions and critical thinking questions to all aspects of reading, writing and interpreting history. There are comprehension, critical thinking and analytical thinking questions. There are ample writing assignments and research opportunities.

110. **LAFS.1112.WHST.1.2:** Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.

- a. Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
- b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
- c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

d. Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.

e. Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

There are primary and secondary sources throughout the text as a whole. There are guided questions and critical thinking questions to all aspects of reading, writing and interpreting history. There are comprehension, critical thinking and analytical thinking questions. There are ample writing assignments and research opportunities.

111. **LAFS.1112.WHST.2.4:** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

There are primary and secondary sources throughout the text as a whole. There are guided questions and critical thinking questions to all aspects of reading, writing and interpreting history. There are comprehension, critical thinking and analytical thinking questions. There are ample writing assignments and research opportunities.

112. **LAFS.1112.WHST.2.5:** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

There are primary and secondary sources throughout the text as a whole. There are guided questions and critical thinking questions to all aspects of reading, writing and interpreting history. There are comprehension, critical thinking and analytical thinking questions. There are ample writing assignments and research opportunities.

113. **LAFS.1112.WHST.2.6:** Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

There are primary and secondary sources throughout the text as a whole. There are guided questions and critical thinking questions to all aspects of reading, writing and interpreting history. There are comprehension, critical thinking and analytical thinking questions. There are ample writing assignments and research opportunities.

114. **LAFS.1112.WHST.3.7:** Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

There are primary and secondary sources throughout the text as a whole. There are guided questions and critical thinking questions to all aspects of reading, writing and interpreting history. There are comprehension, critical thinking and analytical thinking questions. There are ample writing assignments and research opportunities.

115. **LAFS.1112.WHST.3.8:** Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

There are primary and secondary sources throughout the text as a whole. There are guided questions and critical thinking questions to all aspects of reading, writing and interpreting history. There are comprehension, critical thinking and analytical thinking questions. There are ample writing assignments and research opportunities.

116. **LAFS.1112.WHST.3.9:** Draw evidence from informational texts to support analysis, reflection, and research.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

There are primary and secondary sources throughout the text as a whole. There are guided questions and critical thinking questions to all aspects of reading, writing and interpreting history. There are comprehension, critical thinking and analytical thinking questions. There are ample writing assignments and research opportunities.

117. **LAFS.1112.WHST.4.10:** Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

There are primary and secondary sources throughout the text as a whole. There are guided questions and critical thinking questions to all

aspects of reading, writing and interpreting history. There are comprehension, critical thinking and analytical thinking questions. There are ample writing assignments and research opportunities.

118. **MAFS.K12.MP.1.1:** Make sense of problems and persevere in solving them.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

The book specifically points out "obstacles" and "solutions" to problems in history.

119. **MAFS.K12.MP.3.1:** Construct viable arguments and critique the reasoning of others.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

Historiography and multiple sources are used throughout the text; they offer arguments and critiques of historical events and people.

120. **MAFS.K12.MP.5.1:** Use appropriate tools strategically.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

The book uses charts, graphs, maps, and timelines when appropriate.

121. **MAFS.K12.MP.6.1:** Attend to precision.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

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