

## 2017 Social Studies Review

### Social Studies Evaluation Tool – US History I Grade

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#### Instructions

##### **Publishing Company:**

- Complete the course evaluation form below. Please provide written explanation as to how the material meets the standard along with location references.

##### **Review Team Member:**

- Please use information and attachments to complete the course evaluation form.
- Explain any discrepancies between your findings and those provided information. Explanations and comments should directly reflect the rubric.
- Further explain any findings.

##### Standards Alignment Evaluation Rubric

0 = No Alignment– **Not Evident**: content as described in the Standards is **not evident**.

.5 = Partial Alignment- **Partially Evident**: content as described in the Standards is **partially evident** and there are few gaps.

1 = High Alignment – **Clearly Evident**: content is fully aligned as described in the Standards and repeatedly included to guarantee extensive opportunities for students to work with the content. Alignment is **clearly evident**.

N/A = Not applicable for standard.

## Idaho Content Standards: Social Studies- US History I

### Standard 1: History

Students in U.S. History I build an understanding of the cultural and social development of the United States, trace the role of migration and immigration of people in the development of the United States, identify the role of American Indians in the development of the United States, analyze the political, social, and economic responses to industrialization and technological innovations in the development of the United States, and trace the role of exploration and expansion in the development of the United States.

<b><u>Goal</u></b>	<b><u>Objective - The student will:</u></b>	<b>List units with specific examples of where standards are Introduced/Taught/Assessed. Include a narrative explanation.</b>	<b>Point Value 0/.5/1 (Reviewer)</b>
<b>Goal 1.1: Build an understanding of the cultural and social development of the United States.</b>	<b><u>6-12.USH1.1.1.1</u></b> Compare and contrast early cultures and settlements that existed in North America prior to European contact.	<i>Specific Examples: Introduced: <b>SE:</b> Interactive Flipped Video, 4; <b>TE:</b> Connect, 9; <b>Taught: SE:</b> <u>The Early Americas, 4–20</u>; <b>Assessed: SE:</b> <i>Topic 1 Assessment</i> (4. Compare Cultures), 41   <b><u>SE/TE:</u></b> <u>The Early Americas, 4–20</u>   <i>Topic 1 Assessment</i> (1. Compare Culture Regions), 41; (3. Analyze Influence of Environment on Settlement), 41; (4. Compare Cultures), 41         </i>	Choose an item.
	<b><u>6-12.USH1.1.1.2</u></b> Compare and contrast the different cultural, religious, and social influences that emerged in the North American colonies.	<i>Specific Examples: Introduced: <b>SE:</b> Interactive Flipped Video, 83; <b>TE:</b> Connect, 53; <b>Taught: SE:</b> <u>The Middles Colonies, 83–91</u>; <b>Assessed: SE:</b> <u>Analyze Charts, 91</u>   <b><u>SE/TE:</u></b> <u>The New England Colonies, 69–82</u>; <u>The Middles Colonies, 83–91</u>; <u>The Southern Colonies, 92–100</u>; <u>Colonial Society, 101–111</u>; <u>Colonial Trade and Government, 112–116</u>   <i>Topic 2 Assessment</i> (2. Explain the Founding of Jamestown), 117; (10. Pose and Answer Questions About Geographic Distributions and Patterns), 118         </i>	Choose an item.

	<p><b>6-12.USH1.1.1.3</b> Describe the experiences of culturally, ethnically, and racially different groups existing as part of American society prior to the Civil War.</p>	<p><i>Specific Examples: Introduced: SE:</i> Interactive Flipped Video, 66; <i>TE:</i> Connect, 53; <i>Taught:</i> Colonial Society, 101–111; <i>Assessed: Topic 2 Assessment</i> (13. Identify Economic Contributions of Women), 118</p> <p><b>SE/TE:</b> Colonial Society, 101–111; <u>The Industrial Revolution and Life in the North, 368–388; King Cotton and Life in the South, 389–400</u></p> <p><i>Topic 2 Assessment</i> (13. Identify Economic Contributions of Women), 118; <i>Topic 7 Assessment</i> (4. Analyze How Fine Arts Depicted American Continuity and Change), 426; (6. Describe Sectional Differences in Society and Culture), 426; (7. Describe the Effects of the Second Great Awakening), 426</p>	<p>Choose an item.</p>
	<p><b>6-12.USH1.1.1.4</b> Analyze the common traits, beliefs, and characteristics that unite the United States as a nation and a society.</p>	<p><i>Specific Examples: SE: Introduced:</i> Understanding the Constitution, 203; <i>Taught: Seven Basic Principles, 206–207; Assessed: Identify Supporting Details, 207</i></p> <p><b>SE/TE:</b> <u>Seven Basic Principles, 206–207; Citizens’ Rights and Responsibilities, 224–229</u></p> <p><i>Topic 4 Assessment</i> (9. Explain How Rights and Responsibilities Reflect National Identity), 230; (14. Analyze the Principle of Individual Rights), 231</p>	<p>Choose an item.</p>
	<p><b>6-12.USH1.1.1.5</b> Discuss the causes and effects of various compromises and conflicts in American history such as the American Revolution, Civil War and Reconstruction.</p>	<p><i>Specific Examples: SE: Introduced:</i> 21<sup>st</sup> Century Skills: Analyze Cause and Effect, 584–585; <i>Taught: SE:</i> Taling Up Arms, 141–152; <i>Assessed: SE: Topic 3 Assessment</i> (4. Analyze the Causes of the American Revolution), 173</p> <p><b>SE/TE:</b> Identify Cause and Effect, 32, 40, 55, 82, 250, 275, 343, 369, 379, 388, 409; 21<sup>st</sup> Century Skills: Analyze Cause and Effect, 584–585; also see: The Revolutionary Era, 120–121, 122–129, 130–140, 141–152, 153–157, 158–172; The War of 1812, 270–281; Civil War, 428–429, 430–438, 439–449, 450–460, 461–467, 468–477, 478–487; Reconstruction, 490–491, 492–498, 499–505, 506–512, 513–518</p> <p>(Continued)</p> <p><i>Topic 2 Assessment</i> (1. Describe the Causes of Spanish</p>	<p>Choose an item.</p>

		Colonization), 117; <i>Topic 3 Assessment</i> (4. Analyze the Causes of the American Revolution), 173; <i>Topic 5 Assessment</i> (16. Explain the Cause of the War of 1812), 297; <i>Topic 6 Assessment</i> (8. Explain the Causes of the Mexican-American War), 363 <i>Topic 9 Assessment</i> (1. Analyze the Causes and Effects of Economic Differences Between the North and South), 519	
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<p><b>Goal 1.2: Trace the role of migration and immigration of people in the development of the United States.</b></p>	<p><u>6-12.USH1.1.2.1</u> Analyze the religious, political, and economic motives of immigrants who came to North America.</p>	<p><i>Specific Examples: Introduced: SE:</i> Interactive Flipped Video, 56; <i>TE:</i> Connect, 39; <i>Taught: SE:</i> The First French, Dutch, and English Colonies, 56–68; <i>Assessed: SE: Topic 2 Assessment</i> (1. Describe the Causes of Spanish Colonization), 117</p> <p><b>SE/TE:</b> The First French, Dutch, and English Colonies, 56–68; The New England Colonies, 69–82; The Middle Colonies, 83–91; The Southern Colonies, 92–100; Colonial Society, 101–111</p> <p><i>Topic 2 Assessment</i> (1. Describe the Causes of Spanish Colonization), 117; (2. Explain the Founding of Jamestown), 117; (4. Describe Religious Reasons for Immigration), 117</p>	<p>Choose an item.</p>
	<p><u>6-12.USH1.1.2.2</u> Explain the motives for and the consequences of slavery and other forms of involuntary immigration to North America.</p>	<p><i>Specific Examples: Introduced: SE:</i> Interactive Flipped Video, 389; <i>TE:</i> Connect, 263; <i>Taught: SE:</i> King Cotton and Life in the South, 389–400; <i>Assessed: SE: Topic 7 Assessment</i> (8. Analyze Slavery's Impact), 426</p> <p><b>SE/TE:</b> Two Regions Develop Differently, 96–97; The Slave Trade Expands, 99–100; Slave Trade, 114; King Cotton and Life in the South, 389–400; Abolitionism, 407–412; Conflicts and Compromises, 430–438; Growing Tensions, 439–449; The Emancipation Proclamation, 469–470</p> <p><i>Topic 2 Assessment</i> (8. Explain the Transatlantic Slave Trade), 117; <i>Topic 7 Assessment</i> (8. Analyze Slavery's Impact), 426; (13. Identify the Colonization Movement), 427; (14. Identify Points of View and Frames of Reference), 427; <i>Topic 8 Assessment</i> (1. Identify Congressional Conflicts), 488; (3. Analyze the Impact of the Fugitive Slave Act), 488</p>	<p>Choose an item.</p>

	<p><b>6-12.US.H1.1.2.3</b> Analyze the concept of Manifest Destiny and its impact in the development of the United States.</p>	<p><i>Specific Examples: Introduced: SE:</i> Interactive Flipped Video, 331; <i>TE:</i> Connect, 227; <i>Taught: SE:</i> Westward Movement, 331–336; <i>Assessed: SE: Topic 6 Assessment</i> (13. Explain the Roots of Manifest Destiny), 364</p> <p><b>SE/TE:</b> Native Americans on the Frontier, 323–330; Westward Movement, 331–336; Settling Oregon Country, 337–343; Independence for Texas, 344–350; Manifest Destiny in California and the Southwest, 351–362</p> <p><i>Topic 6 Assessment</i> (6. Analyze the Indian Removal Act), 363; (13. Explain the Roots of Manifest Destiny), 364</p>	Choose an item.
<p><b>Goal 1.3: Identify the role of American Indians in the development of the United States.</b></p>	<p><b>6-12.US.H1.1.3.1</b> Trace federal policies and treaties such as removal, reservations, and allotment throughout history that have impacted contemporary American Indians.</p>	<p><i>Specific Examples: Introduced: SE:</i> Interactive Flipped Video, 323; <i>TE:</i> Connect, 221; <i>Taught: SE:</i> Native Americans on the Frontier, 323–330; <i>Assessed: SE: Topic 6 Assessment</i> (6. Analyze the Indian Removal Act), 363</p> <p><b>SE/TE:</b> Tecumseh’s Confederation Confronts the New Republic, 271–272; Native Americans on the Frontier, 323–330; Native Americans and Missions, 352–353</p> <p><i>Topic 6 Assessment</i> (6. Analyze the Indian Removal Act), 363</p>	Choose an item.
	<p><b>6-12.US.H1.1.3.2</b> Explain how and why events may be interpreted differently according to the points of view of participants and observers.</p>	<p><i>Specific Examples: SE: Introduced:</i> Consider and Counter Opposing Arguments, 604; <i>Taught:</i> Evaluate Arguments, 157; <i>Assessed:</i> Evaluate Arguments, 294</p> <p><b>SE/TE:</b> Evaluate Arguments, 157, 190, 294; Support a Point of View with Evidence, 40; 21<sup>st</sup> Century Skills: Compare Viewpoints, 601z–602; Identify Bias, 602–603; Evaluate Existing Arguments, 603; Consider and Counter Opposing Arguments, 604; Participate in a Discussion or Debate, 605</p> <p><i>Topic 5 Assessment</i> (9. Identify the Era of Sectionalism), 295; (21. Identify Points of View of Political Parties), 298; <i>Topic 6 Assessment</i> (2. Identify Political Party Points of View), 363; <i>Topic 7 Assessment</i> (14. Identify Points of View and Frames of Reference), 427</p>	Choose an item.

	<p><u>6-12.USH1.1.3.3</u> Discuss the resistance of American Indians to assimilation.</p>	<p><i>Specific Examples: Introduced: <b>SE:</b> Interactive Flipped Video, 323; <b>TE:</b> Connect, 221; <i>Taught:</i> <b>SE:</b> Native Americans on the Frontier, 323–330; <i>Assessed:</i> Summarize, 330</i></p> <p><b>SE/TE:</b> For supporting material please see: Native Americans on the Frontier, 323–330; Native Americans and Missions, 352–353</p>	<p>Choose an item.</p>
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<p><b>Goal 1.4: Analyze the political, social, and economic responses to industrialization and technological innovations in the development of the United States.</b></p>	<p><u>6-12.US.1.1.4.1</u> Explain the effects of scientific and technological inventions and changes on the social and economic lives of the people in the development of the United States.</p>	<p><i>Specific Examples: Introduced: SE:</i> Interactive Flipped Video, 368; <i>TE:</i> Connect, 256; <i>Taught: SE:</i> Factories Come to America, 370–373; <i>Assessed: SE: Topic 6 Assessment</i> (10. Analyze the Impact of Transportation Systems), 364</p> <p><b>SE/TE:</b> The Age of Steam, 334; The Industrial Revolution Begins, 369; Factories Come to America, 370–373; New Technologies, 377–379; Workers Respond to Challenges, 383–384</p> <p><i>Topic 6 Assessment</i> (10. Analyze the Impact of Transportation Systems), 364; <i>Topic 7 Assessment</i> (3. Explain Technology and Economic Growth), 426; (11. Identify the Impact of Industrialization on Life), 427</p>	<p>Choose an item.</p>
	<p><u>6-12.US.1.1.4.2</u> Explain how the development of various modes of transportation increased economic prosperity and promoted national unity.</p>	<p><i>Specific Examples: Introduced: SE:</i> Interactive Flipped Video, 331; <i>TE:</i> Connect, 227; <i>Taught: SE:</i> Canals Connect the Country, 335–336; <i>Assessed: SE: Topic 6 Assessment</i> (10. Analyze the Impact of Transportation Systems), 364</p> <p><b>SE/TE:</b> Building Better Roads, 333; The Age of Steam, 334; Canals Connect the Country, 335–336; The Age of Steam Power, 380–383</p> <p><i>Topic 6 Assessment</i> (10. Analyze the Impact of Transportation Systems), 364</p>	<p>Choose an item.</p>
<p><b>Goal 1.5: Trace the role of exploration and expansion in the development of the United States.</b></p>	<p><u>6-12.US.1.1.5.1</u> Examine the development of diverse cultures in what is now the United States.</p>	<p><i>Specific Examples: Introduced: SE:</i> Interactive Flipped Video, 323; <i>TE:</i> Connect, 221; <i>Taught: SE:</i> Native Americans on the Frontier, 323–330; <i>Assessed: SE: Topic 6 Assessment</i> (6. Analyze the Indian Removal Act), 363</p> <p><b>SE/TE:</b> Native Americans on the Frontier, 323–330; The Effects of Migration to California, 361–362; The Industrial Revolution and Life in the North, 368–388; King Cotton and Life in the South, 389–400; New Political Groups in the South, 507–508</p> <p><i>Topic 6 Assessment</i> (6. Analyze the Indian Removal Act), 363; (7. Identify the Age of Jackson), 363</p>	<p>Choose an item.</p>



	<p><b>6-12.USH1.1.5.2</b> Identify significant countries and their roles and motives in the European exploration of the Americas.</p>	<p><i>Specific Examples: Introduced: SE:</i> Interactive Flipped Video, 33; <i>TE:</i> Connect, 22; <i>Taught: SE:</i> European Exploration in the Americas, 33–40; <i>Assessed: SE: Topic 1 Assessment</i> (11. Identify the Reasons for European Exploration), 42</p> <p><b>SE/TE:</b> European Exploration in the Americas, 33–40; Spanish Colonies and New Spain, 46–55; The First French, Dutch, and English Colonies, 56–68</p> <p><i>Topic 1 Assessment</i> (11. Identify the Reasons for European Exploration), 42; <i>Topic 2 Assessment</i> (1. Describe the Causes of Spanish Colonization), 117</p>	<p>Choose an item.</p>
	<p><b>6-12.USH1.1.5.3</b> Describe and analyze the interactions between native peoples and the European explorers.</p>	<p><i>Specific Examples: SE: Introduced:</i> The Colonization of New Spain, 50; <i>Taught: SE:</i> Harsh Treatment of Native Americans, 53; <i>Assessed: SE: Topic 1 Assessment</i> (12. Describe the Positive Consequences of the Columbian Exchange), 42</p> <p><b>SE/TE:</b> The Impact of Columbus' Voyages, 36–37; Conquistadors Arrive in the Americas, 47–48; Spanish Settlements, 50–51; Harsh Treatment of Native Americans, 53; Missionary Work Continues, 59; Interaction with Native Americans and the Environment, 62; The Colonies Face Further Difficulties, 64–65; Native Americans Offer Assistance, 73–74</p> <p><i>Topic 1 Assessment</i> (12. Describe the Positive Consequences of the Columbian Exchange), 42; <i>Topic 3 Assessment</i> (2. Analyze the Effect of Human Geographic Factors), 173</p>	<p>Choose an item.</p>

	<p><b>6-12.USH1.1.5.4</b> Summarize the major events in the European settlement of North America from Jamestown to the end of the 18th century.</p>	<p><i>Specific Examples: Introduced: SE:</i> Interactive Flipped Video, 56; <i>TE:</i> Connect, 39; <i>Taught: SE:</i> The First French, Dutch, and English Colonies, 56–68; <i>Assessed: SE: Topic 2 Assessment</i> (1. Describe the Causes of Spanish Colonization), 117</p> <p><b>SE/TE:</b> The First French, Dutch, and English Colonies, 56–68; The New England Colonies, 69–82; The Middle Colonies, 83–91; The Southern Colonies, 92–100; Colonial Society, 101–111; Colonial Trade and Government, 112–116; The French and Indian War, 122–129; Tensions with Britain, 130–140; Taking Up Arms, 141–152; Declaring Independence, 153–157; Winning Independence, 158–172</p> <p><i>Topic 2 Assessment</i> (1. Describe the Causes of Spanish Colonization), 117; (2. Explain the Founding of Jamestown), 117; (9. Analyze Mercantilism), 117; (11. Explain William Penn’s Role in the Development of Self-Government), 118; <i>Topic 3 Assessment</i> (3. Analyze the Effects of Physical Geographic Factors), 173; (4. Analyze the Causes of the American Revolution), 173; (13. Identify the Colonial Grievances in the Declaration of Independence), 174</p>	<p>Choose an item.</p>
	<p><b>6-12.USH1.1.5.5</b> Identify the United States territorial expansion between 1801 and 1861 and explain internal and external conflicts.</p>	<p><i>Specific Examples: Introduced: SE:</i> Interactive Flipped Video, 337; <i>TE:</i> Connect, 233; <i>Taught: SE:</i> Settling Oregon Country, 337–343; <i>Assessed: SE: Topic 6 Assessment</i> (4. Analyze the California Gold Rush), 363</p> <p><b>SE/TE:</b> Westward Movement, 331–336; Settling Oregon Country, 337–343; Independence for Texas, 344–350; Manifest Destiny in California and the Southwest, 351–362</p> <p><i>Topic 6 Assessment</i> (4. Analyze the California Gold Rush), 363; (10. Analyze the Impact of Transportation Systems), 364; (13. Explain the Roots of Manifest Destiny), 364</p>	<p>Choose an item.</p>

## Standard 2: Geography

Students in U.S. History I analyze the spatial organizations of people, places, and environment on the earth's surface, explain how human actions modify the physical environment and how physical systems affect human activity and living conditions, and trace the migration and settlement of human populations on the earth's surface.

<b><u>Goal</u></b>	<b><u>Objective - The student will:</u></b>	<b>List units with specific examples of where standards are Introduced/Taught/Assessed. Include a narrative explanation.</b>	<b>Point Value 0/.5/1 (Reviewer)</b>
<b>Goal 2.1: Analyze the spatial organizations of people, places, and environment on the earth's surface.</b>	<b>6-12.USH1.2.1.1</b> Develop and interpret different kinds of maps, globes, graphs, charts, databases and models.	<p><i>Specific Examples: SE: Introduced:</i> Read Physical Maps, 596–597; <i>Taught: SE:</i> Analyze Maps, 84, 93, 114, 123; <i>Assessed: SE: Topic 2 Assessment</i> (10. Pose and Answer Questions About Geographic Distributions and Patterns), 118</p> <p><b>SE/TE:</b> Analyze Maps, 5, 12, 25, 26, 32, 33, 49, 50, 55, 58, 81, 84, 93, 114, 123, 125, 147, 161, 170, 180, 212, 262, 266, 278, 290, 332, 338, 343, 345, 349, 352, 355, 356, 358, 382, 393, 431, 440, 451, 456, 463, 469, 482, 514; Graphs, 250, 360, 375, 392; Charts and Tables, 115, 159, 223, 317, 354</p> <p><i>Topic 2 Assessment</i> (10. Pose and Answer Questions About Geographic Distributions and Patterns), 118; <i>Topic 3 Assessment</i> (1. Locate Places of Importance), 173; <i>Topic 5 Assessment</i> (10. Identify and Locate the Louisiana Purchase), 296; <i>Topic 8 Assessment</i> (11. Explain the Effects of Physical Geography on the Battle of Vicksburg), 489</p> <p><i>21st Century Skills:</i> Analyze Data and Models, 592–593; Read Charts, Graphs, and Tables, 593–594; Create Charts and Maps, 594–595; Read Physical Maps, 596–597; Read Political Maps, 597–598; Read Special-Purpose Maps, 598–599; Use Parts of a Map, 599–600</p>	Choose an item.

<b><u>Goal</u></b>	<b><u>Objective</u></b> - The student will:	<b>Provider: List units with specific examples of where standards are Introduced/Taught/Assessed. Include a narrative explanation.</b>	<b>Point Value</b> 0/.5/1 (Reviewer)
<b>Goal 2.2: Explain how human actions modify the physical environment and how physical systems affect human activity and living conditions.</b>	<u>6-12.USH1.2.2.1</u> Analyze ways in which the physical environment affected political, social, and economic development.	<p><i>Specific Examples: Introduced: SE:</i> Interactive Flipped Video, 368; <i>TE:</i> Connect, 256; <i>Taught: SE:</i> The Industrial Revolution and Life in the North, 368–388; <i>Assessed: SE: Topic 7 Assessment</i> (6. Describe Sectional Differences in Society and Culture), 426</p> <p><b>SE/TE:</b> Two Regions Develop Differently, 96–97; Native Americans on the Frontier, 323–330; Westward Movement, 331–336; Settling Oregon Country, 337–343; Independence for Texas, 344–350; Manifest Destiny in California and the Southwest, 351–362; The Industrial Revolution and Life in the North, 368–388; King Cotton and Life in the South, 389–400</p> <p><i>Topic 2 Assessment</i> (10. Pose and Answer Questions About Geographic Distributions and Patterns), 118; <i>Topic 6 Assessment</i> (6. Analyze the Indian Removal Act), 363; <i>Topic 7 Assessment</i> (6. Describe Sectional Differences in Society and Culture), 426</p>	Choose an item.
<b>Goal 2.3: Trace the migration and settlement of human populations on the earth’s surface.</b>	<u>6-12.USH1.2.3.1</u> Describe Pre-Columbian migration to the Americas.	<p><i>Specific Examples: Introduced: SE:</i> Interactive Flipped Video, 4; <i>TE:</i> Connect, 9; <i>Taught: SE:</i> The First Americans, 5–6; <i>Assessed: SE:</i> Analyze Maps, 5</p> <p><b>SE/TE:</b> The First Americans, 5–6; Map: The First Americans Arrive, 5</p>	Choose an item.
	<u>6-12.USH1.2.3.2</u> Analyze the impact of the Columbian exchange.	<p><i>Specific Examples: Introduced: SE:</i> Interactive Flipped Video, 33; <i>TE:</i> Connect, 22; <i>Taught: SE:</i> The Columbian Exchange, 38–40; <i>Assessed: SE: Topic 1 Assessment</i> (12. Describe the Positive Consequences of the Columbian Exchange), 42</p> <p><b>SE/TE:</b> The Columbian Exchange, 38–40</p> <p><i>Topic 1 Assessment</i> (12. Describe the Positive Consequences of the Columbian Exchange), 42</p>	Choose an item.

	<p><b>6-12.USH1.2.3.3</b> Illustrate westward migration across North America.</p>	<p><i>Specific Examples: SE: Introduced:</i> The Louisiana Purchase, 260–261; <i>Taught: SE:</i> Maps: Louisiana Purchase, 262; Route of Lewis and Clark, 263; <i>Assessed: SE: Topic 5 Assessment</i> (10. Identify and Locate the Louisiana Purchase), 296</p> <p><b>SE/TE:</b> Maps: Louisiana Purchase, 262; Route of Lewis and Clark, 263; Routes of Zebulon Pike, 266; Native American Groups, 1820, 325; New States, 332; North America in 1830, 338; Texas War for Independence, 349; Westward Expansion, 355</p> <p><i>Topic 5 Assessment</i> (10. Identify and Locate the Louisiana Purchase), 296; (12. Analyze the Effects of Geographic Features), 296</p>	<p>Choose an item.</p>
<p><b>Standard 3: Economics</b>  Students in U.S. History I explain basic economic concepts, identify different influences on economic systems, and analyze the different types of economic institutions.</p>			
<p><b><u>Goal</u></b></p>	<p><b><u>Objective - The student will:</u></b></p>	<p><b>List units with specific examples of where standards are Introduced/Taught/Assessed. Include a narrative explanation.</b></p>	<p><b>Point Value 0/.5/1 (Reviewer)</b></p>
<p><b>Goal 3.1: Explain basic economic concepts.</b></p>	<p><b>6-12.USH1.3.1.1</b> Describe the economic characteristics of mercantilism.</p>	<p><i>Specific Examples: SE: Introduced:</i> Colonial Trade and Government; <i>Taught:</i> Mercantilism, 112–113; <i>Assessed: Topic 2 Assessment</i> (9. Analyze Mercantilism), 117</p> <p><b>SE/TE:</b> Mercantilism, 112–113, 133, 174</p> <p><i>Topic 2 Assessment</i> (9. Analyze Mercantilism), 117</p>	<p>Choose an item.</p>

	<p><u>6-12.USH1.3.1.2</u> Compare the economic development of the North with the South.</p>	<p><i>Specific Examples: Introduced: SE:</i> Interactive Flipped Video, 368; <i>TE:</i> Connect, 256; <i>Taught: SE:</i> The Industrial Revolution and Life in the North, 368–388; <i>Assessed: SE: Topic 7 Assessment</i> (3. Explain Technology and Economic Growth), 426</p> <p><b>SE/TE:</b> The Industrial Revolution and Life in the North, 368–388; King Cotton and Life in the South, 389–400</p> <p><i>Topic 7 Assessment</i> (2. Describe the Features of the Free-Market System), 426; (3. Explain Technology and Economic Growth), 426; (10. Explain the Reasons for Rapid Urbanization), 427; (11. Identify the Impact of Industrialization on Life), 427</p>	<p>Choose an item.</p>
<p><b>Goal 3.2: Identify different influences on economic systems.</b></p>	<p><u>6-12.USH1.3.2.1</u> Describe the emergence and evolution of a market economy.</p>	<p><i>Specific Examples: SE: Introduced: SE:</i> Interactive Flipped Video, 282; <i>TE:</i> Connect, 199; <i>Taught: SE:</i> Creating a Stable Economy After the War, 284–287; <i>Assessed: SE: Topic 5 Assessment</i> (4. Explain the Development of the Free-Market System), 295</p> <p><b>SE/TE:</b> Market Economy, 86, 91, 195, 238–239, 257, 372–373, 382, 388</p> <p><i>Topic 5 Assessment</i> (4. Explain the Development of the Free-Market System), 295; <i>Topic 7 Assessment</i> (2. Describe the Features of the Free-Market System), 426</p>	<p>Choose an item.</p>
	<p><u>6-12.USH1.3.2.2</u> Analyze the role of government policy in the early economic development of the United States.</p>	<p><i>Specific Examples: SE: Introduced: SE:</i> Interactive Flipped Video, 282; <i>TE:</i> Connect, 199; <i>Taught: SE:</i> Creating a Stable Economy After the War, 284–287; <i>Assessed: SE: Topic 5 Assessment</i> (4. Explain the Development of the Free-Market System), 295</p> <p><b>SE/TE:</b> Creating a Stable Economy, 238–239; Taxation Sparks the Whiskey Rebellion, 239–240; Foundations of the American Economy, 247; A Painful Embargo, 268–269; Creating a Stable Economy After the War, 284–287; The Bank War, 317–319; The Panic of 1837, 320</p>	<p>Choose an item.</p>

		<p>(Continued)</p> <p><i>Topic 5 Assessment</i> (4. Explain the Development of the Free-Market System), 295; (19. Analyze the Sectional Impact of Tariffs), 298; <i>Topic 7 Assessment</i> (2. Describe the Features of the Free-Market System), 426; (3. Explain Technology and Economic Growth), 426; <i>Topic 9 Assessment</i> (1. Analyze the Causes and Effects of Economic Differences Between the North and South), 519</p>	
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<b><u>Goal</u></b>	<b><u>Objective</u></b> - The student will:	<b>List units with specific examples of where standards are Introduced/Taught/Assessed. Include a narrative explanation.</b>	<b>Point Value</b> 0/.5/1 (Reviewer)
<b>Goal 3.3: Analyze the different types of economic institutions.</b>	<u>6-12.USH1.3.3.1</u> Evaluate the role of financial institutions in the economic development of the United States.	<p><i>Specific Examples: Introduced: SE:</i> Interactive Flipped Video, 234; <i>TE:</i> Connect, 168; <i>Taught: SE:</i> Creating a Stable Economy, 238–239; <i>Assessed: SE: Topic 7 Assessment</i> (2. Describe the Features of the Free-Market System), 426</p> <p><b>SE/TE:</b> Creating a Stable Economy, 238–239; Foundations of the American Economy, 247; The Bank War, 317–319</p> <p><i>Topic 6 Assamples: (7. Identify the Age of Jackson), 363; Topic 7 Assessment</i> (2. Describe the Features of the Free-Market System), 426</p>	Choose an item.
<b>Goal 3.4: Explain the concepts of personal finance.</b>	<u>6-12.USH1.3.4.1</u> Analyze how economic conditions affect personal finance.	<p><i>Specific Examples: SE: Introduced:</i> Colonial Trade and Government, 112; <i>Taught:</i> Mercantilism and the English Colonies, 113; <i>Assessed:</i> Identify Central Ideas, 113</p> <p>For supporting material please see: <b>SE:</b> Mercantilism and the English Colonies, 113</p>	Choose an item.



## Standard 4: Civics and Government

Students in U.S. History I build an understanding of the foundational principles of the American political system, the organization and formation of the American system of government, that all people in the United States have rights and assume responsibilities, and the evolution of democracy.

### Goal 4.1: Build an understanding of the foundational principles of the American political system.

6-12.US.1.4.1.1 Trace the development of constitutional democracy in the United States, such as the Mayflower Compact, colonial assemblies, and colonial rebellions.

*Specific Examples: Introduced: SE:* Interactive Flipped Video, 112; *TE:* Connect, 72; *Taught: SE:* The Foundations of Representative Government, 114–116; *Assessed: SE: Topic 2 Assessment* (3. Analyze the Importance of the Virginia House of Burgesses), 117

**SE/TE:** Bacon's Rebellion, 68; Mayflower Compact, 72; Fundamental Orders of Connecticut, 76; The Foundations of Representative Government, 114–116; Albany Plan of Union, 126; Thomas Paine's Common Sense, 154

*Topic 2 Assessment* (3. Analyze the Importance of the Virginia House of Burgesses), 117; (5. Explain the Growth of Representative Government), 117; (6. Explain the Significance of the Mayflower Compact), 117

Choose an item.

6-12.US.1.4.1.2 Identify fundamental values and principles as expressed in basic documents including the Declaration of Independence, Articles of Confederation, and the United States Constitution.

*Specific Examples: Introduced: SE:* Interactive Flipped Video, 153; *TE:* Connect, 102; *Taught: SE:* Declaring Independence, 153–157; *Assessed: SE: Topic 3 Assessment* (13. Identify the Colonial Grievances in the Declaration of Independence), 174

**SE/TE:** Declaring Independence, 153–157; A Weak Confederation, 178–185; Drafting the Constitution, 185–190; Ideas that Influenced the Constitution, 191–196; Federalists, Antifederalists, and the Bill of Rights, 197–202

*Topic 3 Assessment* (11. Identify Major Events, Including Drafting the Declaration of Independence), 174; (13. Identify the Colonial Grievances in the Declaration of Independence), 174; *Topic 4 Assessment* (2. Summarize the Weaknesses of the Articles of Confederation), 230; 6. Explain the Grievances Addressed in the U.S. Constitution), 230; (7. Identify the Influence of the Federalist Papers), 230

Choose an item.

	<p><u>6-12.USH1.4.1.3</u> Evaluate issues in which fundamental values and principles are in conflict, such as between liberty and equality, individual interests and the common good, and majority rule and minority protections.</p>	<p><i>Specific Examples: SE: Introduced:</i> Understanding the Constitution, 203; <i>Taught:</i> Seven Basic Principles, 206–207; <i>Assessed: Topic 4 Assessment</i> (14. Analyze the Principle of Individual Rights), 231</p> <p><b>SE/TE:</b> Seven Basic Principles, 206–207</p> <p><i>Topic 4 Assessment</i> (13. Analyze the Impact of the First Amendment on Religious Freedom), 231; (14. Analyze the Principle of Individual Rights), 231</p>	Choose an item.
<p><b>Goal 4.2: Build an understanding of the organization and formation of the American system of government.</b></p>	<p><u>6-12.USH1.4.2.1</u> Explain how the executive, legislative, and judicial powers are distributed and shared among the three branches of national government.</p>	<p><i>Specific Examples: SE: Introduced:</i> Understanding the Constitution, 203; <i>Taught:</i> The Legislative Branch–Congress, 207–210; <i>Assessed: Topic 4 Assessment</i> (5. Analyze the Principle of Checks and Balances), 230</p> <p><b>SE/TE:</b> The Legislative Branch–Congress, 207–210; The Executive Branch–The President, 210–212; The Judicial Branch, 212–213</p> <p><i>Topic 4 Assessment</i> (5. Analyze the Principle of Checks and Balances), 230; (12. Identify the Origin of Judicial Review), 231</p>	Choose an item.
	<p><u>6-12.USH1.4.2.2</u> Explain how and why powers are distributed and shared between national and state governments in a federal system.</p>	<p><i>Specific Examples: SE: Introduced:</i> Understanding the Constitution, 203; <i>Taught:</i> Separation of Powers, 206, 207; <i>Assessed: Topic 4 Assessment</i> (5. Analyze the Principle of Checks and Balances), 230</p> <p><b>SE/TE:</b> Separation of Powers, 206, 207; Preventing Abuse of Power, 214; State Government, 215–217</p> <p><i>Topic 4 Assessment</i> (5. Analyze the Principle of Checks and Balances), 230; (12. Identify the Origin of Judicial Review), 231</p>	Choose an item.
<p><b>Goal 4.3: Build an understanding that all people in the United States have rights and</b></p>	<p><u>6-12.USH1.4.3.1</u> Provide and evaluate examples of social and political leadership in early American history.</p>	<p><i>Specific Examples: Introduced: SE:</i> Interactive Flipped Video, 282; <b>TE:</b> Connect, 199; <i>Taught: SE:</i> Monroe’s Presidency, 282–294; <i>Assessed: SE:</i> Assessment, 294</p> <p><b>SE/TE:</b> Drafting a Constitution, 185–190; Washington’s Presidency, 234–244; John Adams’s Presidency, 251–255;</p>	Choose an item.

<p><b>assume responsibilities.</b></p>		<p>Jefferson’s Presidency, 256–269; Madison and the Way of 1812, 270–281; Monroe’s Presidency, 282–294; Jackson Wins the Presidency, 302–312; Reform Movement, 401–406; Abolitionism, 407–412; Women’s Rights, 413–418; Conflicts and Compromises, 430–438; Growing Tensions, 439–449; Division and the Outbreak of War, 450–460</p> <p><i>Topic 3 Assessment</i> (9. Describe the Contributions of Military Leaders), 174; <i>Topic 5 Assessment</i> (1. Analyze the Leadership of George Washington), 295; <i>Topic 6 Assessment</i> (5. Analyze Leadership), 363</p>	
	<p><u>6-12.USH1.4.3.2</u> Describe ways in which citizens participated in early American public life.</p>	<p><i>Specific Examples: Introduced: SE:</i> Interactive Flipped Video, 413; <i>TE:</i> Connect, 281; <i>Taught: SE:</i> Women’s Rights, 413–418; <i>Assessed: SE: Topic 7 Assessment</i> (5. Describe the Women’s Rights Movement), 426</p> <p><b>SE/TE:</b> Citizens’ Rights and Responsibilities, 224–229; Colonial Society, 101–111; The Origin of Political Parties, 245–250; Reform Movement, 401–406; Abolitionism, 407–412; Women’s Rights, 413–418</p> <p><i>Topic 3 Assessment</i> (7. Explain the Roles of Crispus Attucks, Samuel Adams, and John Adams in Boston Massacre), 174; <i>Topic 7 Assessment</i> (5. Describe the Women’s Rights Movement), 426; (12. Evaluate Educational Reform), 427</p>	<p>Choose an item.</p>
<p><b>Goal 4.4: Build an understanding of the evolution of democracy.</b></p>	<p><u>6-12.USH1.4.4.1</u> Describe the role of gender, race, ethnicity, religion, and national origin on the development of individual and political rights.</p>	<p><i>Specific Examples: Introduced: SE:</i> Interactive Flipped Video, 413; <i>TE:</i> Connect, 281; <i>Taught: SE:</i> Women’s Rights, 413–418; <i>Assessed: SE: Topic 7 Assessment</i> (5. Describe the Women’s Rights Movement), 426</p> <p><b>SE/TE:</b> Citizens’ Rights and Responsibilities, 224–229; Democracy Expands, 303–304; Jacksonian Democracy,</p>	<p>Choose an item.</p>

		<p>309–311; Reform Movement, 401–406; Abolitionism, 407–412; Women’s Rights, 413–418; Emancipation and Life in Wartime, 468–477</p> <p><i>Topic 4 Assessment</i> (9. Explain How Rights and Responsibilities Reflect National Identity), 230; <i>Topic 7 Assessment</i> (5. Describe the Women’s Rights Movement), 426; (7. Describe the Effects of the Second Great Awakening), 426; (12. Evaluate Educational Reform), 427</p>	
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**Standard 5: Global Perspectives**

Students in U.S. History I build an understanding of multiple perspectives and global interdependence.

<u>Goal</u>	<u>Objective - The student will:</u>	<b>List units with specific examples of where standards are Introduced/Taught/Assessed. Include a narrative explanation.</b>	<b>Point Value 0/.5/1 (Reviewer)</b>
<p><b>Goal 5.1: Build an understanding of multiple perspectives and global interdependence.</b></p>	<p><u>6-12.USH1.5.1.1</u> Explain the significance of principle policies and events in the United States' relations with the world, such as the War of 1812, Monroe Doctrine, Mexican-American War and Spanish-American War.</p>	<p><i>Specific Examples: Introduced: SE:</i> Interactive Flipped Video, 351; <i>TE:</i> Connect, 244; <i>Taught: SE:</i> The Mexican American War, 356–358; <i>Assessed: SE: Topic 6 Assessment</i> (8. Explain the Causes of the Mexican-American War), 363</p> <p><b>SE/TE:</b> Adams and Conflict with France, 252; Louisiana Purchase, 261–266; Jefferson and Trade, 267; A Painful Embargo, 268–269; Madison and the War of 1812, 270–281; Gaining Florida, 292; Monroe Doctrine, 293–294; The Mexican American War, 356–358</p> <p><i>Topic 5: Assessment:</i> (8. Explain the Monroe Doctrine), 296; (10. Identify and Locate the Louisiana Purchase), 296; (11. Explain the Significance of the Louisiana Purchase), 296; (16. Explain the Cause of the War of 1812), 297; <i>Topic 6 Assessment</i> (8. Explain the Causes of the Mexican-American War), 363</p>	<p>Choose an item.</p>

<p><b>6-12.US.1.5.1.2</b> Evaluate the major foreign policy positions that have characterized the United States' relations with the world, such as isolationism and imperialism.</p>	<p><i>Specific Examples Specific Examples: Introduced: SE:</i> Interactive Flipped Video, 270; <b>TE:</b> Connect, 193; <i>Taught: SE:</i> Madison and the War of 1812, 270–281; <i>Assessed: SE:</i> <i>Topic 5: Assessment:</i> (16. Explain the Cause of the War of 1812), 297</p> <p><b>SE/TE:</b> Adams and Conflict with France, 252; Louisiana Purchase, 261–266; Jefferson and Trade, 267; A Painful Embargo, 268–269; Madison and the War of 1812, 270–281; Gaining Florida, 292; Monroe Doctrine, 293–294; The Mexican American War, 356–358</p> <p><i>Topic 5: Assessment:</i> (8. Explain the Monroe Doctrine), 296; (10. Identify and Locate the Louisiana Purchase), 296; (11. Explain the Significance of the Louisiana Purchase), 296; (16. Explain the Cause of the War of 1812), 297; <i>Topic 6 Assessment</i> (8. Explain the Causes of the Mexican-American War), 363</p>	<p>Choose an item.</p>
<p><b>6-12.US.1.5.1.3</b> Analyze how national interest shapes foreign policy.</p>	<p><i>Specific Examples: Introduced: SE:</i> Interactive Flipped Video, 266; <b>TE:</b> Connect, 186; <i>Taught: SE:</i> Louisiana Purchase, 261–266; <i>Assessed: SE: Topic 5: Assessment:</i> (11. Explain the Significance of the Louisiana Purchase), 296</p> <p><b>SE/TE:</b> Louisiana Purchase, 261–266; American Shipping Faces Challenges, 266–268; A Painful Embargo, 268–269; Gaining Florida, 292; Settling the Mexican Cession, 358–359; The Effects of Migration to California, 361–362</p> <p><i>Topic 5: Assessment:</i> (10. Identify and Locate the Louisiana Purchase), 296; (11. Explain the Significance of the Louisiana Purchase), 296</p>	<p>Choose an item.</p>

Indicators of Quality		
Literacy Connections Across All Content Areas	Evidence-Give specific example	Rating: (Reviewer only)
Students will build knowledge and academic language through content rich, complex nonfiction texts.	<i>Pearson's Realize™ American History: Beginnings to 1877</i> provides instruction in comprehension strategies and academic/content-specific vocabulary within the context of Social Studies texts. Representative Examples: <b>SE:</b> 21 <sup>st</sup> Century Skills, 582–612; Key Terms, 122, 130, 141, 153; Glossary, 629–655	Choose an item.
Students will participate in Reading/Writing/Speaking that is grounded in evidence from the text, across the curriculum.	<i>American History: Beginnings to 1877</i> is fully designed to build reading, writing, and speaking skills and can be seamlessly integrated in the reading block of time. Each area of learning, such as reading, writing, or speaking, does not need to be a separate focus of teaching, but is taught in a single, rich lesson. Topic Assessment at the conclusion of each chapter provides research, writing and speaking/listening opportunities. Representative Examples: <b>SE:</b> Topic Assessment, 173–175; Primary Sources, 548–581; 21st Century Skills: Analyze Primary and Secondary Sources, 600–601; Participate in a Discussion or Debate, 605; Give an Effective Presentation, 605–606; Write an Essay, 606–607	Choose an item.
Students will use digital resources strategically to conduct research and create and present material in oral and written form.	<i>Pearson's Realize™ American History: Beginnings to 1877</i> utilizes storytelling to bring Social Studies content to life. Our exclusive interactive digital solution, on <i>Pearson's Realize™</i> , makes Social Studies personal for every student in a way that's easier for you. Using electronic tools, students can investigate new knowledge, produce projects, and distribute their work to an extended audience. Representative Examples: <b>SE:</b> Research: Topic Assessment # 7, 42; NBC Learn My Story Video, 45; 21st Century Skills: Avoid Plagiarism, 607; <b>TE:</b> Objectives page with Technology, 101; see <a href="http://pearsonrealize.com">pearsonrealize.com</a> for online e-text and teacher materials.	Choose an item.

<p>Students will collaborate effectively for a variety of purposes while also building independent literacy skills.</p>	<p>Students actively engage in acquiring literacy skills in <i>American History: Beginnings to 1877</i>. The program uses a four-part learning model to enhance teaching and understanding: Connect; Investigate; Synthesize; and Demonstrate. This format encourages greater interaction with the text and more active reading. Small group activities provide opportunities for students to demonstrate and transfer their understanding of the chapter content.</p> <p>Representative Examples: <b>SE:</b> Comprehension Questions, 126, 132, 272; Section Assessment, 218, 223, 229; <b>TE:</b> Supporting English Language Learners, 173, 208; Lesson Plan, 100–105</p>	<p>Choose an item.</p>
<p><b>Equity</b></p>	<p><b>Evidence-Give specific example</b></p>	<p><b>Rating: (Reviewer only)</b></p>
<p>1. Materials are free from bias in their portrayal of ethnic groups, gender, age, disabilities, culture, religion, etc. and contain accommodations for multiple learning styles, students with exceptionalities, English Language Learners, and cultural differences.</p> <ul style="list-style-type: none"> <li>• Multicultural Representation</li> <li>• Free from bias</li> <li>• Designed for use in planning and implementation of differentiated instruction addressing multiple learning styles and the needs of Talented and Gifted (TAG), English Language Learners (ELL) and Special Education (SPED) students.</li> <li>• The material provides a balanced representation of points of view regarding issues such as race, gender, religion, environment, business, industry, political orientation, careers and career choices.</li> </ul>	<p><i>Pearson’s Realize™ American History: Beginnings to 1877</i> provides a range of text and illustrations across print and digital assets that depict the full range of contributions, heritage, experiences and achievements of males and females throughout time.</p> <p><i>American History: Beginnings to 1877</i> is committed to representing peoples and cultures in a fair and equitable way across ethnicities, genders, and abilities. Turning pages through the program will show the range of representation across different time periods and situations.</p> <p>Representative Examples: <b>SE:</b> Photos and Illustrations, 104, 131, 138, 225, 227</p>	<p>Choose an item.</p>
<p>2. The material offers texts representing a wide array of cultures and experiences, allowing students opportunities to learn about situations similar to and different from their own personal experiences.</p>	<p><i>American History: Beginnings to 1877</i> is made accessible for today’s students through clear, appealing narrative and engaging activities, questions, and primary sources. Accompanying illustrations and photographs were carefully reviewed to ensure accuracy and respectful representation of a wide array of cultures and experiences.</p> <p>Representative Examples: <b>SE:</b> Photos and Illustrations, 204, 215, 261, 361, 397, 401</p>	<p>Choose an item.</p>



Accessibility	Evidence-Give specific example	Rating: (Reviewer only)
<p>3. Accessible Education Materials (AEM): Print- and technology-based educational materials, including printed and electronic textbooks and related core materials that are designed or converted in a way that makes them usable across the widest range of student variability regardless of format (print, digital, graphical, audio, video). Laws that govern the use of AEM: 1.) The Individuals with Disabilities Education Act (IDEA) focuses on accessible formats of print instructional material in the following formats: Braille, Large Print, Audio Text &amp; Digital Text; 2.) Two federal civil rights acts: Section 504 of the Rehabilitation Act and Title II of the Americans with Disabilities Act (ADA). Both prohibit discrimination on the basis of disability and speak to the obligation of public schools to provide accessible educational materials to students with disabilities who need them.</p> <ul style="list-style-type: none"> <li>Submitted core <b>PRINT</b> materials must include assurance from the publishers agreeing to comply with the most current National Instructional Materials Accessibility Standard (NIMAS) specifications regarding accessible instructional materials.</li> </ul>	<p><i>Pearson’s Realize™ American History: Beginnings to 1877</i> connects Social Studies content and literacy instruction with materials that are streamlined, flexible and attuned to today’s classroom. Our innovative digital instruction is seamlessly integrated, providing a blended program that is engaging, effective and easy to use. All materials in the program comply with NIMAS specifications regarding instructional materials.</p> <p>Representative Examples: <b>SE:</b> NBC Learn My Story Video, 429; <b>TE:</b> Westward Movement, 226–230. Sign on to <a href="http://pearsonrealize.com">pearsonrealize.com</a> for student and teacher materials crossing all platforms.</p>	<p>Choose an item.</p>
Student Focus	Evidence-Give specific example	Rating: (Reviewer only)
<p>4. The material supports the sequential and cumulative development of foundational skills. Those skills are necessary for a student’s independent comprehension of grade-level complex texts and mastery of tasks called for by the standards.</p>	<p><i>American History: Beginnings to 1877</i> integrates the sequential and cumulative development of foundational skills and processes with social studies content. The comprehension questions throughout the text allow students to practice these essential skills in every lesson. 21<sup>st</sup> Century Skills in the handbook provides detailed teaching of grade-level skills.</p> <p>Representative Examples: <b>SE:</b> Identify Supporting Details, 163, 181; Identify Main Ideas, 187; Summarize, 223; 21<sup>st</sup> Century Skills, 582–612</p>	<p>Choose an item.</p>
<p>5. The material provides many and varied opportunities for students to work with each standard within the grade level.</p>	<p><i>American History: Beginnings to 1877</i> provides easy-to-use resources that engage all students, and includes standards-based social studies content that reinforces literacy instruction. The program is designed to help you address critical knowledge and skill development.</p> <p>Representative Examples: <b>SE:</b> Essential Question, 232; Section Assessment, 244, 250; Topic Assessment, 295–298; Objectives, 302, 313; <b>TE:</b> Objectives, 167, 179; Topic Inquiry: Civic Discussion, 205–206; Differentiate Instruction, 186, 194</p>	<p>Choose an item.</p>

<p>6. The material reflects the progression of the strands and how they build within and across the grades in a logical way. This enables students to develop and demonstrate their independent capacity to read and write at the appropriate level of complexity and sophistication indicated by the standards.</p>	<p>Providing students with instruction in comprehension skills is critical in the social studies classroom. <i>Pearson’s Realize™ American History: Beginnings to 1877</i> provides numerous opportunities to integrate language arts skills with the social studies content. The program is fully designed to build reading and writing skills at the appropriate level of complexity and can be seamlessly integrated into the social studies classroom.</p> <p>Representative Examples: <b>SE:</b> 21<sup>st</sup> Century Skills, 582–612; Topic Assessment (writing), 204, 205, 385; <b>TE:</b> Differentiate Instruction, 143; Topic Inquiry: Document-Based Question, 251–252 (research, speaking, and writing)</p>	<p>Choose an item.</p>
<p>7. The material engages the reader, i.e. does it correspond with age appropriate interests?</p>	<p>All aspects of the design and content of <i>Pearson’s Realize™ American History: Beginnings to 1877</i> engages the reader with age appropriate interests. Videos, illustrations, photos, graphics, and texts are seamlessly intertwined to create a grade-appropriate and content-rich experience.</p> <p>Representative Examples: <b>SE:</b> The Industrial Revolution and Life in the North (graph, map, diagram), 368–388; NBC Learn My Story Video, 367; <b>TE:</b> Digital-Start Up Activity, 238, 244</p>	<p>Choose an item.</p>
<p>8. The material cross-refers and integrates with other subjects in related areas of the curriculum.</p>	<p><i>American History: Beginnings to 1877</i> provides opportunities for teachers and students opportunities to integrate other subject areas throughout the program. Research activities, Differentiate Instruction, and text activities provide a rich learning experience for all students.</p> <p>Representative Examples: <b>TE:</b> Topic Inquiry: Civic Discussion 205–206 (Research &amp; Speaking); Active Classroom, 210 (Make Headlines); Active Classroom, 234 (Group Write)</p>	<p>Choose an item.</p>
<p>9. The material includes strategies and textual content that are grade appropriate.</p>	<p><i>American History: Beginnings to 1877</i> includes strategies and textual content that is grade appropriate. At the beginning of each topic, students watch an engaging video connected to the Topic content. In each grade level students explore target reading, critical thinking, graph, and map skills that grade and content appropriate.</p> <p>Representative Examples: <b>SE:</b> 21<sup>st</sup> Century Skills: Read Charts, Graphs, and Tables, 593–594; Read Physical Maps, 596–597; NBC Learn My Video, 233</p>	<p>Choose an item.</p>
<p>10. The material has a balance of text types and lengths that encourage close, in-depth reading and rereading, analysis, comparison, and synthesis of texts.</p>	<p><i>American History: Beginnings to 1877</i> includes a balance of text types and lengths. The text includes headings and subheadings, different</p>	<p>Choose an item.</p>

	<p>type faces, and specific graphics to highlight key features and teaching moments.</p> <p>Representative Examples: <b>SE:</b> A Weak Confederation, 178–184; Topic Assessment, 230–231</p>	
<p>11. The material includes sufficient supplementary activities or assignments that are appropriately integrated into the text.</p>	<p>One of the most important and challenging responsibilities of a teacher is to create and execute activity-based learning experiences while ensuring that activities are high quality and lead to real learning. Topic Assessment encourages higher level thinking skills as students demonstrate mastery of the content. The inquiry focused Projects for each topic develop students’ content and skills mastery in preparation for real-world challenges. Active Classroom Strategies help to increase in-class participation, raise student energy levels and attentiveness, all while engaging students in the story.</p> <p>Representative Examples: <b>SE:</b> Topic Assessment, 295–297; <b>TE:</b> Document-Based Question on Comparing Points of View on Slavery and Abolition, 251–252; Active Classroom, 263, 265, 272</p>	<p>Choose an item.</p>
<p>12. The material has activities and assignments that develop problem-solving skills and foster synthesis and inquiry at both an individual and group level.</p>	<p>Teachers know that students learn best when they tackle real-world problems that spark their curiosity and relate to their lives. The challenge is to make lessons interesting and relevant for students, while making sure students can develop problem-solving skills and encourage research and inquiry skills. Opportunities for individual learning and cooperative learning exist at all levels. The program includes inquiry focused Projects, Civic Discussions, and Document-Based Questions activities that develop students’ content and skills mastery in preparation for real-world challenges.</p> <p>Representative Examples: <b>TE:</b> Topic Inquiry: Project-Based Learning, 28–29; Document-Based Question on Comparing Points of View on Slavery and Abolition, 251–252</p>	<p>Choose an item.</p>
<p>13. The material has activities and assignments that reflect varied learning styles of students.</p>	<p>Diverse student needs, experiences, and learning styles challenge today’s classrooms. Differentiate Instruction and Active Classroom includes flexible teaching techniques oriented to various learning modalities and work habits. <i>American History: Beginnings to 1877</i> provides activities and strategies teachers can employ to create a student-centered, personalized instructional approach.</p> <p>Representative Examples: <b>TE:</b> Differentiate Instruction, 181, 186, 194; Active Classroom, 195, 211</p>	<p>Choose an item.</p>
<p>14. The material includes appropriate instructional strategies.</p>	<p>The program uses a four-part learning model to enhance teaching and understanding: Connect; Investigate; Synthesize; and</p>	<p>Choose an item.</p>

	<p>Demonstrate. Explicit instruction in comprehension strategies within the context of social studies texts exists in <i>Pearson's Realize™ American History: Beginnings to 1877</i>. Students explore target reading, critical thinking, graph, and map skills. Interactive features enhance learning and reach different students through content that expands the text. Interactive features include charts, primary source image galleries, cartoons, 3-D models, illustrations, timelines, and simulations.</p> <p>Representative Examples: <b>SE:</b> 21<sup>st</sup> Century Skills, 582–612; <b>TE:</b> Lesson plan for The Origin of Political Parties, 173–177</p>	
Pedagogical Approach	Evidence-Give specific example	Rating: (Reviewer only)
<p>15. The material offers strategies for teachers to meet the needs of a range of learners, including advanced students and those requiring remediation.</p>	<p>Diverse student needs, experiences, and learning styles challenge today's teachers. Educators who differentiate instruction recognize students as individuals with individual learning needs. They realize students learn at different rates and also in a variety of ways. Supporting English Language Learners Notes provide suggestions for assisting English learners at various proficiency levels. Differentiate Instruction Notes provide suggestions to modify the material for all students. Interactive features enhance learning and reach different students through content that expands the text.</p> <p>Representative Examples: <b>TE:</b> Supporting English Language Learners, 83, 173; Differentiated Instruction, 134, 138, 176</p>	<p>Choose an item.</p>
<p>16. The material provides suggestions for scaffolding that support the comprehension of grade-level text without replacing students' opportunities for full and regular encounters with grade-level complex texts. Removing the scaffolding over the course of the materials is encouraged.</p>	<p><i>American History: Beginnings to 1877</i> provides suggestions for scaffolding that support the comprehension of grade-level text. Each topic is built around an Essential Question, which is revisited in topic assessment. Each topic begins with a My Story Video that connects to the Topic content. Comprehension skills and activities are intertwined within the text to help students make sense of information about the world they live in.</p> <p>Representative Examples: <b>SE:</b> The Essential Question, 232; NBC Learn My Story Video, 233; Summarize, 244; Draw Conclusions, 269; 21<sup>st</sup> Century Skills, 582–612</p>	<p>Choose an item.</p>
<p>17. The material provides opportunities for supporting English language learners to regularly and actively participate with grade-level text.</p>	<p><i>American History: Beginnings to 1877</i> Teacher's Edition includes Supporting English Language Learners Notes for each lesson. The ELL Notes pages provide suggestions for supporting English Language</p>	<p>Choose an item.</p>

	Learners at several levels of English proficiency. Representative Examples: <b>TE:</b> Supporting English Language Learners, 106, 173, 208	
18. The material gives clear and concise instruction to teachers and students. It is easy to navigate and understand.	<i>Pearson’s Realize™ American History: Beginnings to 1877</i> program uses a four-part learning model to enhance teaching and understanding. <i>Connect:</i> Students make learning personal as they connect to content through a story and activate their prior knowledge, personal experience, and perspective. <i>Investigate:</i> Students actively learn, investigate, and acquire key content knowledge through a variety of components. <i>Synthesize:</i> Students extend their understanding by applying what they just learned in a quick recap and “pull-it-all-together” exercise. <i>Demonstrate:</i> Students demonstrate their understanding through a variety of authentic, formative, and summative assessments. Representative Examples: <b>TE:</b> Lesson Notes, 184–189, 230–235	Choose an item.
19. The material assesses students at a variety of knowledge levels (e.g., recall, inferencing/analyzing, reasoning, problem solving) centered on grade-level texts that are clearly aligned and measureable against the expectations of the ICS.	Teachers have many opportunities to assess students’ strengths and weaknesses and analyze their performance based on specific goals and criteria. Section Assessment and Topic Assessment exist for all lessons and chapters. Topic Inquiry for each chapter provide great performance assessment options. These options range from Document-Based Questions to Civic Action Projects. Chapter Tests, in digital and text formats, provide quick formal and summative assessment options. Representative Examples: <b>SE:</b> Section Assessment, 157, 172; Topic Assessment, 173–175; <b>TE:</b> Topic Inquiry: Civic Discussion, 205–206; Topic Inquiry: Document-Based Question, 251–252	Choose an item.
20. The material offers ongoing, easily implemented, and varied assessments. <ul style="list-style-type: none"> <li>Assessments should clearly denote which standards are being emphasized. They should also include aligned rubrics and scoring guidelines that provide sufficient guidance to teachers for interpreting student performance and suggestions for follow-up.</li> </ul>	Students demonstrate their understanding of the lesson concepts through a variety of authentic, formative, and summative assessments in <i>American History: Beginnings to 1877</i> .  Representative Examples: <b>SE:</b> Section Assessment, 269, 281; Topic Assessment, 173–175; <b>TE:</b> Topic Inquiry: Project-Based Learning, 28–29; Digital Quiz, 85, 92; Digital Topic Test, 113	Choose an item.

Presentation and Design	Evidence-Give specific example	Rating: (Reviewer only)
<p>21. The material has an aesthetically appealing appearance (attractive, inviting).</p>	<p>All text and digital components of <i>American History: Beginnings to 1877</i> has an aesthetically appealing appearance. Color photographs and illustrations, graphic organizers and charts, maps and tables, and content-rich videos have been intertwined to create a rich student-centered learning environment.            Representative Examples: <b>SE:</b> Monroe’s Presidency, 282–294; Pearson Realize NBC My Story Video link, 301</p>	<p>Choose an item.</p>
<p>22. Layout is consistent, clear, and understandable.</p> <ul style="list-style-type: none"> <li>• The material has headings and sub-headings that make it easy to navigate through the book.</li> <li>• Chapters are logically arranged.</li> <li>• Text provides a useful table of contents, glossary, and index.</li> <li>• Text contains references, bibliography, and resources.</li> </ul>	<p>The layout is consistent, clear, and understandable in <i>American History: Beginnings to 1877</i>. The student text includes a clear easy to use Table of Contents, Atlas, Glossary, and Index. Each chapter follows a consistent format, are logically arranged, and include headings that encourage students to comprehend the material. Explicit instruction that includes teacher activities and questions help students to analyze the structure and layout of the text.            Representative Examples: <b>SE:</b> Table of Contents, x–xix; Primary Sources, 548–581; 21<sup>st</sup> Century Skills, 582–612; Atlas, 614–628; Glossary, 629–655; Index, 656–673</p>	<p>Choose an item.</p>
<p>23. The material uses a language/reading level suitable for the intended readers.</p>	<p><i>American History: Beginnings to 1877</i> uses a language/reading level of the intended audience. Instruction promotes active engagement with the vocabulary, as well as repeated exposure in many contexts.            Representative Examples: <b>SE:</b> Key Terms, 270, 282; 21<sup>st</sup> Century Skills, 582–612; Section sample: Jackson Wins the Presidency, 302–312</p>	<p>Choose an item.</p>
<p>24. The material has a reasonable and appropriate balance between text and illustration. The material has grade-appropriate font size.</p>	<p>All student materials in <i>Pearson’s Realize™ American History: Beginnings to 1877</i> includes a balance of text and illustrations or graphics. Images enhance the text, encouraging students to visualize important ideas and concepts. The text font size is appropriate for each grade level.            Representative Examples: <b>SE:</b> Graph and Illustration, 182–183; Chart, Photo, and Illustration, 284–285; Graph and Map, 392–393</p>	<p>Choose an item.</p>

<p>25. The illustrations clearly cross-reference the text, are directly relevant to the content (not simply decorative), and promote thinking, discussion, and problem solving.</p>	<p>Illustrations, photographs, and graphics in <i>American History: Beginnings to 1877</i> are directly related to the content and are accompanied with descriptive captions. The Teacher’s Guide includes comprehension questions that connect the images with lesson material.  Representative Examples: <b>SE:</b> Photos, 217, 219; Analyze Data, 228, 236, 237; Analyze Maps, 262, 263; <b>TE:</b> Supporting English Language Learners: Reading, 118</p>	<p>Choose an item.</p>
<p>26. Non-text content (performance clips, images, maps, globes, graphs, pictures, charts, databases, and models) are accurate and well integrated into the text.</p>	<p>Color photographs and illustrations, graphic organizers and charts, maps and tables, and content-rich videos are accurate and well integrated into the text. The Student Edition includes concise captions and instructions encourage students to explore this non-text content.  Representative Examples: <b>SE:</b> Illustrations and Captions, 103, 107, 142, 167; Political Cartoons, 252, 280; Graphs, 228; 21<sup>st</sup> Century Skills: Read Political Maps, 597–598</p>	<p>Choose an item.</p>
<p style="text-align: center;"><b>Technology</b></p>	<p style="text-align: center;">Evidence-Give specific example</p>	<p style="text-align: center;">Rating: (Reviewer only)</p>
<p>27. The material includes or references technology that provides teachers with additional tasks for students.</p>	<p><i>Pearson’s Realize™ American History: Beginnings to 1877</i> allows students and teachers to travel beyond the classroom with technology that blends easily into any classroom. Time-saving activities, interactive presentations, and classroom management tools allow for seamless integration of 21<sup>st</sup> century skills and daily lesson planning. Digital courseware on <i>Pearson’s Realize™</i> platform also includes digital presentations, eTexts, myStory Videos, teacher podcasts, leveled readers, and 21<sup>st</sup> century learning lessons.  Representative Examples: <b>SE:</b> NBC Learn Video and <i>Pearson’s Realize™</i> icon, 367; <b>TE:</b> Digital Start Up Activity, 102; Interactive Timeline, 112; Topic Inquiry: Civic Discussion, 115–116; see <a href="http://pearsonrealize.com">pearsonrealize.com</a> for online e-text and teacher materials.</p>	<p>Choose an item.</p>

<p>28. The material includes guidance for the mindful use of embedded technology to support and enhance student learning.</p>	<p><i>Pearson's Realize™ American History: Beginnings to 1877</i> platform integrates technology and 21<sup>st</sup> century skills such as innovating, working in teams, or evaluating websites. The program helps teachers to develop experiences in which students use technology to communicate and collaborate with others in the classroom, school, community, and world. NBC Learn MyStory Videos, flipped videos, and interactive features are easily accessed to enhance and support student learning.</p> <p>Representative Examples: <b>SE:</b> NBC Learn Video and <i>Pearson's Realize™</i> icon, 301; <b>TE:</b> Interactive Gallery, 128. See <a href="http://pearsonrealize.com">pearsonrealize.com</a> for online e-text and Teacher materials.</p>	<p>Choose an item.</p>
<p>Does the electronic/digital/online version of the materials:</p>	<p>Evidence-Give specific example</p>	<p>Rating: (Reviewer only)</p>
<p>29. The material has "platform neutral" technology (i.e., will run on Windows or other platforms) and availability for networking.</p>	<p><i>American History: Beginnings to 1877</i> is platform neutral and available for networking. Students can learn content by reading narrative text online, or in a printed <i>Student Edition</i>, accessing the content using any device (including a smartphone!). Please specifications at the platform website.</p> <p>Representative Examples: Sign on to <a href="http://pearsonrealize.com">pearsonrealize.com</a> for student and teacher materials crossing all platforms.</p>	<p>Choose an item.</p>
<p>30. The material has a user-friendly and interactive interface allowing the user to control (shift among activities).</p>	<p>All platforms of <i>American History: Beginnings to 1877</i> allows students to control their digital experience. Among videos, digital eText, interactive charts, maps, &amp; illustrations, and Interactive Reading and Note Talking Study Guide, the digital platform makes learning experiential and connects students to the real world.</p> <p>Representative Examples: <b>SE:</b> NBC Learn My Story Video and <i>Pearson's Realize™</i> icon, 45; Interactive Map icon, 49</p>	<p>Choose an item.</p>



Notes: Click here to enter text.