

Textbook Alignment to the Utah Core –U.S. History II

This alignment has been completed using an “Independent Alignment Consultant” from the USOE approved list (www.schools.utah.gov/curr/imc/indvvendor.html.) Yes ___ No X

Name of Company and Individual Conducting Alignment: Team HOPE with Houghton Mifflin Harcourt, Laura Lay, 2005 Milken Educator Award recipient, HS History Teacher

A “Credential Sheet” has been completed on the above company/evaluator and is (Please check one of the following):

On record with the USOE.

The “Credential Sheet” is attached to this alignment.

Instructional Materials Evaluation Criteria (name and grade of the core document used to align): U.S. History II Core Curriculum

Title: America: The Last Best Hope, Volumes I, II, and II Enhanced ISBN#: ADD HERE Publisher: Houghton Mifflin Harcourt

Overall percentage of coverage in the *Student Edition (SE) and Teacher Edition (TE)* of the Utah State Core Curriculum: 100%

Overall percentage of coverage in *ancillary materials* of the Utah Core Curriculum: 0%

STANDARD I: Students will expand their knowledge of pre-Reconstruction America.				
Percentage of coverage in the <i>student and teacher edition</i> for Standard I: <u>100%</u>		Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard I: <u>0%</u>		
OBJECTIVES & INDICATORS		Coverage in <i>Student Edition</i>(SE) and <i>Teacher Edition</i> (TE) (pg #'s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)	<i>Not covered in TE, SE or ancillaries</i> ✓
Objective 1.1: Examine the American colonial experience.				
a.	Identify reasons for the establishment of colonies in America.	Text: Volume I, Chapter 1 “Westward the Course” (1 – 29); economic reasons detailed in “The Scramble for Empire” (12 – 23). England’s role in “The Rise of England” (23 – 19).		
b.	Examine the rise of American culture in the New England, Middle, and Southern colonies.	Text: Volume I, Chapter 2 “A City Upon A Hill” (30 – 61) gives detail regarding New England (36 – 42), Middle colonies (42 – 46), and Southern colonies (30 – 36).		
Objective 1.2: Investigate the development of the United States government, its institutions, and its politics.				
a.	Identify the philosophies which influenced the development of the Constitution, separation of powers, balance of power, and the elastic clause.	Text: Volume I, Chapter 3 “The Greatest Revolution,” includes detail on John Locke (64, 70), Magna Carta and English Bill of Rights (64 – 65), Declaration of Independence (excerpts 83 – 86), Paine’s <i>Common Sense</i> (81 –82). Principles such as elastic clause, separation of powers, and balance of power in Chapter 4 “Reflection and Choice: Framing the Constitution” (107 – 132) and Ch 5 “The New Republic” (133 – 176).		

<p>b.</p>	<p>Analyze the Constitution’s creation and impact on the new United States.</p>	<p>Text: Volume I, Chapter 4 “Reflection and Choice: Framing the Constitution” (pages 107 – 132) provides specific detail into Madison and the Framers’ creation; Chapter 5 “The New Republic” (pages 133 – 176) gives detail on the impact on the new country, including the addition of the Bill of Rights in Section II, “Madison’s Bill of Rights” (pages 141 – 144).</p>		
<p>c.</p>	<p>Trace the development of American government and politics from the Federalist period through Jacksonian democracy.</p>	<p>Text: Volume I, Chapter 5 “The New Republic” (pages 133 – 176) gives detail on Washington and Adams; Chapter 6 “The Jeffersonians” (pages 177 – 219) provides analysis of Jefferson, Madison, and Monroe; Chapter 7 “Jackson and Democracy” (pages 220 – 268) includes excellent detail on Jacksonian Democracy, particularly in Section 1 “From Caucus to Raucous: The Election of 1828” (pages 220 – 227).</p>		

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Objective 1.3: Analyze the growth and division of the United States from 1820 through 1877.			
<p>a. Trace the United States’ expansion and growth from the Atlantic to the Pacific.</p>	<p>Text: Volume I, Chapter 6, provides detailed information on the Louisiana Purchase (pages 183 – 186, map on page 200), and Section II “Lewis and Clark: The Corps of Discovery” (pages 186 – 189) discusses the territory’s exploration, including portraits on pages 150 and 200. Chapter 7, Section V “The Tragedy of Indian Removal” (pages 240 – 247) and Section X “Reannexing Texas and Reoccupying Oregon” (pages 258 – 262) provide a thorough treatment of expansion with specific detail on Manifest Destiny (262 and 259).</p>		
<p>b. Recognize the sectional differences that developed during the antebellum period.</p>	<p>Text: Volume I, Chapter 8 “The Rising Storm” (269 – 310) provides excellent economic, political, and social sectional comparisons, plus events that sparked tensions (e.g. Section III “Bleeding Kansas” (pages 286 – 292).</p>		
<p>c. Evaluate the causes, course, and consequences of the Civil War.</p>	<p>Text: Volume I, Chapter 8 “The Rising Storm” (pages 269 – 310), Chapter 9 “Freedom’s Fiery Trial” (311 – 355), and Chapter 10 “A New Birth of Freedom” (356 – 392) give detailed insight into the causes, battles, leaders, geography, and results of the Civil War.</p>		

<p>d.</p>	<p>Analyze the successes and failures of the Reconstruction period following the Civil War.</p>	<p>Text: Volume I, Chapter 11 “To Bind Up the Nation’s Wounds” (pages 356 – 392) provides detailed economic, political, and social insight into Reconstruction.</p>		
<p>e.</p>	<p>Examine the United States’ policies relating to American Indians.</p>	<p>Text: Volume I, Chapter 7, Section V “The Tragedy of Indian Removal” (pages 240 – 247) and Chapter 12, Section V “Winning the West” (451 – 456) provide detail on U.S. policies toward American Indians.</p> <p>Volume II Enhanced, Chapter 1 (pages 18 – 23)</p>		

STANDARD II: Students will understand how the growth of industry changed the United States.				
Percentage of coverage in the <i>student and teacher edition</i> for Standard II: <u>100%</u>		Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard II: <u>0%</u>		
OBJECTIVES & INDICATORS		Coverage in <i>Student Edition (SE)</i> and <i>Teacher Edition (TE)</i> (pg #'s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)	<i>Not covered in TE, SE or ancillaries</i> ✓
Objective 2.1: Assess how transportation, communication, and marketing improvements and innovations transformed the American economy in the late 19th and early 20th centuries.				
a.	Identify major American inventions and how they affected the United States; e.g., telephone, electricity, car, motion pictures.	<p>Text: Volume I, Chapter 12 “An Age More Golden Than Gilded” (434 – 474) provides detail on inventions such as telephones, light bulbs, automobiles, phonographs, sewing machines (436, 444 – 445).</p> <p>Volume II, Chapter 2 references motion pictures (page 87).</p> <p>Volume II Enhanced, Chapter 1 (1 – 41) and Chapter 4 (page 179).</p>		
b.	Explain the expansion of transportation and communication in the United States following the Civil War.	<p>Text: Volume I, Chapter 8, “Railroads and Reform” (278 – 280) provides thorough treatment of railroad construction and its impacts, as does Chapter 11 with photograph of transcontinental railroad’s Golden Spike on 412, details (415 – 417), and impacts (424, 434 – 436).</p> <p>Volume II Enhanced, Chapter 1 (1 – 41).</p>		

<p>c.</p>	<p>Determine the impact of industrialization on the American economy and society.</p>	<p>Text: Volume I, Chapter 12 “An Age More Golden Than Gilded” (434 – 474) gives detail on economic and societal impact of industrialization.</p> <p>Volume II Enhanced, Chapter 1 (pages 1 – 41).</p>		
<p>d.</p>	<p>Examine how the market revolution affected retail distribution of goods in the cities and in rural areas.</p>	<p>Text: Volume I, Chapter 12 (434 – 474) provides information on railroad distribution (435 – 436) and the strength of American agriculture (461).</p> <p>Volume II Enhanced, Chapter 1 (pages 1 – 41).</p>		

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Objective 2.2: Evaluate the prominent business leaders and the business organizations that influenced the growth of industrialization in the United States.				
a.	Examine the roles of American industrialists; e.g., Rockefeller, Morgan, Carnegie, Vanderbilt, Ford.	<p>Text: Volume I, Chapter 12, provides specific detail on industrialists such as Rockefeller and Carnegie (445 – 446, 463 – 465); Chapter 13 (500).</p> <p>Volume II, Chapter 2, provides detail on Ford (pages 71 – 72).</p> <p>Volume II Enhanced, Chapter 1 (1 – 41) and Chapter 2 (65, 79 -- 80).</p>		
b.	Evaluate the growth and influences of monopolies and trusts on capitalism.	<p>Text: Volume I, Chapter 12, provides detail on monopolies and trusts (445 – 446, 463 – 465); Chapter 13 gives information on trusts (page 500).</p> <p>Volume II Enhanced, Chapter 1 (1 – 41) and Chapter 2 (65).</p>		
Objective 2.3: Assess how the growth of industry affected the movement of people into and within the United States.				
a.	Determine the demographic changes in population from the 1890s to the present.	<p>Text: Volume I, Chapter 12, Section IV “The Golden Door” (447 – 451) provides detail on changing demographics, as does Section VII (461 – 468).</p> <p>Volume II Enhanced, Chapter 1 (pages 14 – 18 and 28 – 35).</p>		

<p>b.</p>	<p>Investigate the influences that affected various immigrant groups entering the United States.</p>	<p>Text: Volume I, Chapter 12, Section IV “The Golden Door” (pages 447 – 451) provides detail on the immigrant experience.</p> <p>Volume II Enhanced, Chapter 1 (pages 14 – 18).</p>		
<p>c.</p>	<p>Examine the working conditions of immigrant workers; e.g., factory, mine, agriculture, transportation.</p>	<p>Text: Volume I, Chapter 12, Section VII “A Cross of Gold” (pages 459 – 472) details working conditions for immigrants and the rise of labor.</p> <p>Volume II Enhanced, Chapter 1 (pages 26 – 39).</p>		

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Objective 2.4: Investigate the challenges presented to urban inhabitants.				
a.	Identify how American cities spawned American architecture.	<p>Text: Volume II, Chapter 3, Section VI “Rebuilding America” (pages 143 – 146) discusses architecture.</p> <p>Volume II Enhanced, Chapter 5 (pages 235 – 238).</p>		
b.	Examine living conditions in tenements.	<p>Text: Volume I, Chapter 12 contains a primary source on tenement conditions (pages 456 – 458).</p> <p>Volume II Enhanced, Chapter 1 (pages 23 – 25).</p>		
c.	Compare the attitudes of Social Darwinism with those of Social Gospel believers.	<p>Text: Volume I, Chapter 12, references Social Darwinism (page 450) and contrasts this with Section VI “A Social Gospel” (pages 456 – 458) provides in-depth account and primary source of Addams; picture and biography on 497.</p> <p>Volume II Enhanced, Chapter 1 (pages 23 – 25).</p>		

STANDARD III: Students will recognize how social reform occurred at the turn of the century.				
Percentage of coverage in the <i>student and teacher edition</i> for Standard III: <u>100%</u>		Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard III: <u>0%</u>		
OBJECTIVES & INDICATORS		Coverage in <i>Student Edition (SE) and Teacher Edition (TE)</i> (pg #'s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)	<i>Not covered in TE, SE or ancillaries</i> ✓
Objective 3.1: Investigate reform movements and their prominent leaders.				
a.	Examine the problems faced by American farmers that were created by the new market economy and the rise of the Populist Party.	<p>Text: Volume I, Chapter 12 (pages 444 – 446) examines agricultural problems; “A Cross of Gold” (459 – 472) provides detail on populism.</p> <p>Volume II Enhanced, Ch 1 (1 - 41).</p>		
b.	Analyze the growth and influence of political machines; e.g., muckrakers, Progressives.	<p>Text: Volume I, Chapter 11 (426, 429) describes rise of political machines, including cartoon of Tammany Hall. Chapter 12 (473) references Tweed Ring. Chapter 13 “An American Dynamo” charts ideas of progressivism in “A Bull Moose on the Loose: The Election of 1912” (515 – 519) and “Wilson and the New Freedom” (519 – 523). “TR in the White House” and “TR and the Square Deal” (497 – 502) provide detailed accounts of reforms under the Progressives and influence of muckrakers.</p> <p>Volume II Enhanced, Chapter 1 (40) and Chapter 2 (42 – 92).</p>		

c.	Investigate the emerging civil rights movements for women and African Americans.	<p>Text: Volume I contains on-going detail and references to women’s rights, including Stanton (86, 469), Seneca Falls (281 – 282), suffrage efforts (421 - 422); civil rights for African Americans is detailed in Volume I, Chapter 8 (280) provides the background of Jim Crow, and there is further elucidation on pages 421, 436, 469. Chapter 13 (491) provides information on <i>Plessy v. Ferguson</i>, and the NAACP is described (523) referenced (427).</p> <p>Volume II Enhanced, Chapters 1 and 2 (pages 36, 58, 90).</p>		
Objective 3.2: Assess the growth and development of labor unions and their key leaders.				
a.	Trace the development of national labor unions.	<p>Text: Volume I, Chapter 12 describes the rise of labor unions in detail in Section VII “A Cross of Gold (462 – 468). Chapter 13 (520) provides further detail on Gompers and Clayton Anti-Trust Act.</p> <p>Volume II Enhanced, Chapter 1 (28 – 35).</p>		
b.	Determine the impact of collective bargaining.	<p>Text: Volume II, Chapter 3, Section IV “FDR’s Risky Scheme” gives detail on Wagner Act (132 – 133, 145) and labor unions (129). Volume II Enhanced, Chapter 5 (pages 224 – 225, 237).</p>		

<p>c.</p>	<p>Analyze the development of socialism in the United States.</p>	<p>Text: Volume I, Chapter 12 details the early scare of labor unions and communism (pages 461 – 464). Volume II, Chapter 2 “The Boom and the Bust” offers a detailed treatment of the Red Scare (pages 50 and 62) and the trial of Sacco & Vanzetti (pages 88 – 89).</p> <p>Volume II Enhanced, Chapters 1, 3, and 4 (28 – 32, 142, 154, 180 - 181).</p>		
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STANDARD IV: Students will understand how war affected the early 20th century.			
Percentage of coverage in the <i>student and teacher edition</i> for Standard IV: <u>100%</u>		Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard IV: <u>0%</u>	
OBJECTIVES & INDICATORS		Coverage in <i>Student Edition (SE)</i> and <i>Teacher Edition (TE)</i> (pg #'s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)
Objective 4.1: Investigate how the United States became involved in imperialism and the Spanish-American War.			<i>Not covered in TE, SE or ancillaries</i> ✓
a.	Determine the economic, social, and military affects of United States imperialism.	Text: Volume I, Chapter 13, Section I “A Splendid Little War” (476 – 485) provides effects of U.S. imperialism, as does “Wielding the Big Stick” (503 – 510). Volume II Enhanced, Chapter 2 (pages 42 – 92).	
b.	Examine the causes, course, and consequences of the Spanish-American War.	Text: Volume I, Chapter 13, Section I “A Splendid Little War” (476 – 485) gives an in-depth treatment of the Spanish-American War, including photographs of Roosevelt as a “Rough Rider” and president (498 – 499). Volume II Enhanced, Chapter 2 (pages 42 – 92).	

c.	Assess how America’s imperialism altered relationships with the Far East and Latin America.	<p>Text: Volume I, Chapter 13, Section I “A Splendid Little War” (pages 476 – 485) provides detail on American Imperialism; the war in the Philippines is further discussed (pages 487 – 488, 503 - 504), as is Latin American policy in Section V “Wielding the Big Stick” (503 -510).</p> <p>Volume II Enhanced, Chapter 2 (pages 42 – 92).</p>		
Objective 4.2: Examine how World War I affected the military and the home front of the United States.				
a.	Identify major causes of World War I and the United States’ involvement and influence in the war; e.g., Wilson’s Fourteen Points, the Versailles Treaty.	<p>Text: Volume II, Chapter 1 “America and the Great War” (pages 1 – 55) describes the causes of World War I and the entry and influence of the United States with specific detail on Wilson’s Fourteen Points (pages 28 –29) and the TOV (pages 39, 44 – 50).</p> <p>Volume II Enhanced, Chapter 3 (pages 93 – 147).</p>		
b.	Determine the reasons the United States Senate refused to join the League of Nations.	<p>Text: Volume II, Chapter 1, Section VI “A War to End All Wars” (pages 44 – 55) discusses the rationale of not joining the League of Nations.</p> <p>Volume II Enhanced, Chapter 3 (pages 136 – 147).</p>		

c.	Examine the impact World War I had on the United States; e.g., government policy, industrial might, civil liberties.	Text: Volume II, Chapter 1 discusses the impact on women (50 – 51), industry (page 26), and propaganda/censorship (27 – 28). Volume II Enhanced, Chapter 3 (pages 93 – 147).		
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STANDARD V: Students will understand how Americans reacted to rapid social change during the 1920s.				
Percentage of coverage in the <i>student and teacher edition</i> for Standard V: <u>100%</u>		Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard V: <u>0%</u>		
OBJECTIVES & INDICATORS		Coverage in <i>Student Edition (SE)</i> and <i>Teacher Edition (TE)</i> (pg #'s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)	<i>Not covered in TE, SE or ancillaries</i> ✓
Objective 5.1: Analyze how the United States coped with rapid economic and technological advances.				
a.	Investigate how mass media affected American society.	<p>Text: Volume II, Ch 2 “The Roaring Twenties” (56 – 59) and “The Harlem Renaissance” (63 – 66) give detail on societal impacts; “Peace and Prosperity” information on first “talkie” (87). Ch 3 (143 – 146), popular culture and radio.</p> <p>Volume II Enhanced, Ch 4 (148 – 151, 155 – 158, 179), Ch 5 (236 – 238).</p>		
b.	Assess how new inventions and consumerism influenced daily life.	<p>Text: Volume II, Chapter 2 “The Boom and the Bust” (56 – 110) details consumer trends of Roaring Twenties, including cars and radios.</p> <p>Volume II Enhanced, Chapter 4 (148 – 202).</p>		
c.	Explain how the automobile affected the business and landscape of America.	<p>Text: Volume II, Ch 2, Ford’s assembly line (71 – 72). Ch 8 Interstate system (333 – 334).</p> <p>Volume II Enhanced, Ch 2 (79 – 80). Ch 10 (425 – 426).</p>		

Objective 5.2: Examine the experiences of black Americans and women in the early 20th century.			
a.	Account for the sudden growth of black consciousness.	<p>Text: Volume II, Chapter 2, Section III “Harlem Renaissance” (pages 63 – 66) provides meaningful detail regarding black consciousness; Chapter 5 includes the famous quote from Philip Randolph, “Freedom is never granted, it is won.”</p> <p>Volume II Enhanced, Chapter 4 (155 – 158) and Chapter 7 (page 293).</p>	
b.	Describe the changes in women’s attitudes and roles in society.	<p>Text: Volume II, Chapter 2, Section I “The Roaring Twenties” (56 – 58) discusses flappers and the passage of the 19th Amendment.</p> <p>Volume II Enhanced, Chapter 4 (pages 148 – 151).</p>	

STANDARD VI: Students will understand how the Great Depression and the New Deal affected the United States.				
Percentage of coverage in the <i>student and teacher edition</i> for Standard VI: <u>100%</u>		Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard VI: <u>0%</u>		
OBJECTIVES & INDICATORS		Coverage in <i>Student Edition (SE)</i> and <i>Teacher Edition (TE)</i> (pg #'s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)	<i>Not covered in TE, SE or ancillaries</i> ✓
Objective 6.1: Investigate the impact of the Great Depression on the United States.				
a.	Analyze the major causes of the Great Depression.	Text: Volume II, Chapter 2 “The Boom and the Bust” provides detailed information about causes of Great Depression in “Crash” (94 – 103). Volume II Enhanced, Chapter 4 (186 – 195).		
b.	Examine the social effects of the Great Depression.	Text: Volume II, Ch 2, “Crash” (96 – 100) social effects of Great Depression, Hoovervilles, migration West of dustbowl farmers (97). Volume II Enhanced, Chapter 4 (pages 186 – 195).		
Objective 6.2: Analyze the long-term effects of the New Deal on the United States.				
a.	Explore the purposes and effectiveness of the New Deal; e.g., presidency, economics, politics.	Text: Volume II, Ch 3 “FDR and the New Deal” (111 – 146) role of FDR, TVA (112), legislation such as Social Security (129, 132 – 133). Volume II Enhanced, Chapter 5 (pages 203 – 238).		

<p>b.</p>	<p>Investigate the shift of power from state to federal government.</p>	<p>Text: Volume II, Chapter 3, Section I “The Hundred Days...and After” (pages 112 – 119) explores FDR’s initiatives and his detractors, including Huey Long (pages 117 – 118). Chapter 3, Section VI “Rebuilding America” (pages 143 – 146) details federal projects and legislation, including the Wagner Act and Social Security.</p> <p>Volume II Enhanced, Chapter 5 (pages 203 – 238).</p>		
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STANDARD VII: Students will understand the causes, course, and consequences of the United States’ role in World War II.				
Percentage of coverage in the <i>student and teacher edition</i> for Standard VII: <u>100%</u>		Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard VII: <u>0%</u>		
OBJECTIVES & INDICATORS		Coverage in <i>Student Edition(SE)</i> and <i>Teacher Edition (TE)</i> (pg #'s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)	<i>Not covered in TE, SE or ancillaries</i> ✓
Objective 7.1: Determine how America shifted from isolationism to intervention.				
a.	Analyze the factors that led to militarism and fascist aggression in the world.	<p>Text: Volume II, Chapter 3 (133 – 143) detail on rise of Nazi Germany, fascist Italy, and militarism in Japan. Chapter 4, “Man of the Year” (148 – 153) details Hitler and fascism in Europe.</p> <p>Volume II Enhanced, Chapter 5 (225 – 235) and Chapter 6 (240 – 245).</p>		
b.	Determine how the attack on Pearl Harbor forced the United States out of isolationism.	<p>Text: Volume II, Ch 5 “Leading the Grand Alliance” (182 – 221) gives detail on Pearl Harbor, particularly in “A Day of Infamy” (189 – 202).</p> <p>Volume II Enhanced, Chapter 7 (pages 274 – 311).</p>		
c.	Examine how the alliance systems led the United States into World War II.	<p>Text: Volume II, Ch4 discusses Lend-Lease program (168 – 169); Ch 5 references alliances with Britain (184 – 186, 204) and Axis Powers (189 – 198).</p> <p>Volume II Enhanced, Ch 6 (261, 276, 278), Chapter 7 (284 – 291).</p>		

<p>d.</p>	<p>Investigate the major campaigns of the United States in the European and Pacific theaters; e.g., Midway, D-Day, Battle of the Bulge, island hopping, and the bombing of Japan.</p>	<p>Text: Volume II, Chapter 5 “Leading the Grand Alliance” and Chapter 6 “America Victorious” includes detailed examination of the major events of WWII, including the Battle of Midway (212 – 213), D-Day (pages 224 – 232, with photos on page 225), the Battle of the Bulge (pages 245 – 246), island hopping (pages 198 – 199, 251 – 252), and the atomic bomb (227, 263 – 265).</p> <p>Volume II Enhanced, Chapter 7 (301 – 311) and Chapter 8 (312 – 359).</p>		
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OBJECTIVES & INDICATORS	Coverage in <i>Student Edition (SE)</i> and <i>Teacher Edition (TE)</i> (pg #'s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)	<i>Not covered in TE, SE or ancillaries</i> ✓
Objective 7.2: Examine the impact World War II had on the American home front.			
<p>a. Identify the impact of World War II on minority groups in America.</p>	<p>Text: Volume II, Chapter 5 (200 – 202) details Nisei 100th, Tuskegee Airmen, internment camps (293).</p> <p>Volume II Enhanced, Chapter 8 (292 – 294).</p>		
<p>b. Examine the role women played in the wartime workforce.</p>	<p>Text: Volume II, Chapter 5, “The World at War” provides examination of new roles for women (205 – 208).</p> <p>Volume II Enhanced, Chapter 7 (294 – 300).</p>		
<p>c. Trace American mobilization for war.</p>	<p>Text: Volume II, Chapter 5, “The World at War” details mobilization and the home front (205 – 208).</p> <p>Volume II Enhanced, Chapter 7 (294 – 300).</p>		
Objective 7.3: Evaluate how the rules and weapons of war changed during World War II.			
<p>a. Assess how the war expanded beyond military targets to civilian centers.</p>	<p>Text: Volume II, Ch 5 “Leading the Grand Alliance” (182 – 219) and Ch 6 “America Victorious” (220 – 267) examines major events of WWII, including impact on civilians with Holocaust (232 – 233, 256), Dresden (263), atomic bombs (262 – 265).</p> <p>Volume II Enhanced, Ch 7 (274 – 311) and Ch 8 (312 – 359).</p>		

<p>b.</p>	<p>Evaluate how technology changed the weapons used in World War II and introduced the atomic age.</p>	<p>Text: Volume II, Chapter 5 “Leading the Grand Alliance” and Chapter 6 “America Victorious” includes detailed examination of battles and weaponry (specifically aerial bombing, pages 235, 263), plus the atomic bomb (227, 263 – 265).</p> <p>Volume II Enhanced, Chapter 7 (301 – 311), Chapter 8 (pages 312 – 359).</p>		
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STANDARD VIII: Students will understand the United States’ domestic and international position in the Cold War era.				
Percentage of coverage in the <i>student and teacher edition</i> for Standard VIII: <u>100%</u>		Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard VIII: <u>0%</u>		
OBJECTIVES & INDICATORS		Coverage in <i>Student Edition(SE)</i> and <i>Teacher Edition (TE)</i> (pg #'s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)	<i>Not covered in TE, SE or ancillaries</i> ✓
Objective 8.1: Investigate how the postwar goals and action of the United States and the Soviet Union were manifested throughout the world.				
a.	Analyze the organization and operation of the United Nations.	Text: Volume II, Chapter 7 provides specific references to the UN (273, 282, 291, 294, 298 – 299, 301, 305). Volume II Enhanced, Chapter 9 (pages 360 – 399).		
b.	Evaluate the effectiveness of American post-war foreign policy in Europe and the Soviet Union’s reaction.	Text: Volume II, Chapter 7 “Truman Defends the Free World” (268 – 307) provides moving and detailed analysis, specifically including Marshall Plan (217), NATO (268, 295 – 296), and Berlin Airlift (283 – 284). Chapter 8, “We Will Bury You!” (328 – 331) includes detailed Soviet reaction. Volume II Enhanced, Chapter 9 (360 – 399) and Chapter 10 (400 – 426).		
c.	Examine the world’s reaction to nuclear weapons.	Text: Volume II, Ch 6 impact of atomic bomb (227, 263 – 265). Volume II Enhanced, Chapter 8 (312 – 359).		

Objective 8.2: Analyze the Cold War ideology of the United States' involvement in Asia.			
a.	Explain America's reaction to the fall of China to Communism under Mao Zedong.	<p>Text: Volume II, Chapter 7, Section VI "Under the Cloud of War" (pages 295 – 298) discusses China and Zedong.</p> <p>Volume II Enhanced, Chapter 9 (pages 387 – 390).</p>	
b.	Trace American and United Nations involvement in the Korean police action.	<p>Text: Volume II, Chapter 7, Section VII "The Korean Conflict" (pages 298 – 307) provides detail on Korea police action.</p> <p>Volume II Enhanced, Chapter 9 (pages 390 – 399)</p>	
c.	Examine the various factors that drew the United States into conflict with North Vietnam and Ho Chi Minh.	<p>Text: Volume II, Chapter 9, Section X "Vietnam" (382 – 391) provides detail on background of Vietnam.</p> <p>Volume II Enhanced, Chapter 11 (pages 474 – 483).</p>	
d.	Investigate how the Vietnam War changed the nature of warfare.	<p>Text: Volume II, Chapter 9, Section X "Vietnam" (pages 382 – 391) provides detail on the changing nature of war, abroad and at home.</p> <p>Volume II Enhanced, Chapter 11 (pages 474 – 483).</p>	

OBJECTIVES & INDICATORS	Coverage in <i>Student Edition(SE)</i> and <i>Teacher Edition (TE)</i> (pg #'s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)	<i>Not covered in TE, SE or ancillaries</i> ✓	
Objective 8.3: Summarize the political, social, and economic reactions to the Cold War in the United States.				
a.	Examine the successes and failures of the various political administrations; e.g., Kennedy, Johnson, Nixon.	<p>Text: Volume II, Chapter 9 “Passing the Torch” (335 – 397) includes detail on successes and failures of JFK and LBJ, including Bay of Pigs (341), Cuban Missile Crisis (350 – 353), Civil Rights Act of 1964 (364 – 367), Voting Rights Act of 1965 (371, 399), and Vietnam War (382 – 391). Chapter 10, “Nixon’s the One” (398 – 443) gives extensive information on China (415 – 418) and Watergate (438 – 443). All chapters in all Volumes give extensive political insight on each president.</p> <p>Volume II Enhanced, Chapters 11 (427 – 489) and 12 (490 – 535).</p>		
b.	Analyze the Great Society programs aimed at ending poverty.	<p>Text: Volume II, Chapter 9 includes LBJ’s Great Society programs “We Shall Overcome” (380 – 382) Medicare (381).</p> <p>Volume II Enhanced, Chapter 11 (pages 473 – 474).</p>		

<p>c.</p>	<p>Examine the impact of McCarthyism and Watergate on citizens' attitudes toward government.</p>	<p>Text: Volume II, Chapter 8, "The Kremlin's Long Shadow" (313 – 319) details McCarthyism; Watergate is examined in Chapter 10 "Nixon's the One", "Watergate Spills Over" (438 – 443, background on 429 – 430).</p> <p>Volume II Enhanced, Chapters 10 (405 – 411) and 12 (530 – 535).</p>		
<p>d.</p>	<p>Trace the development of space exploration.</p>	<p>Text: Volume II, Chapter 8 "Eisenhower and Happy Days" provides detail on Space Race and exploration (Sputnik I, 308), as does Section IV "We Will Bury You" (328 – 331).</p> <p>Volume II Enhanced, Chapter 10 (pages 405 – 411).</p>		

Objective 8.4: Investigate the end of the Cold War and examine America’s role in the changing world.			
a.	Compare differing American reactions to overseas military involvement.	<p>Premium Roadmap: Read 1989 to 2009, Volume III, Online VII. http://www.roadmaptolastbesthope.com/premium/beyond-volIII-read-volIII-online VIII. http://www.roadmaptolastbesthope.com/premium/beyond-volIII-read-volIII-online Ch 1 “Enemies Abroad, Challenges at Home” details overseas engagements and reactions “A Scourge Abroad – A Just Cause” (32 – 34) and “Storms in the Desert” (38 – 43). In Ch 4, “Bush and the Age of Terror,” Sections III, IV, VI, VII provide analysis of overseas involvement and reaction in Afghanistan (21 – 40) & Iraq (40 – 48).</p>	
b.	Trace the events that resulted in the breakup of the USSR.	<p>Text: Volume II, Chapter 12 “Reagan & Revival”, “Tear Down This Wall” (520 – 524), and “Into the Sunset” (524 – 530) excellent detail on the collapse of the USSR.</p> <p>Volume II Enhanced, Chapter 14 “Reagan & Revival” (572 – 623).</p>	

<p>c.</p>	<p>Examine the superpower status of the United States in the World.</p>	<p>Text: Volume II, Chapter 12 “Reagan & Revival”, “Into the Sunset” (524 – 530) details emergence of US as lone superpower.</p> <p>Volume II Enhanced, Chapter 14 (pages 616 – 622).</p> <p>Premium Roadmap: Read 1989 to 2009, Volume III, Online VII. http://www.roadmaptolastbesthope.com/premium/beyond-volIII-read-volIII-online VIII. http://www.roadmaptolastbesthope.com/premium/beyond-volIII-read-volIII-online</p> <p>Chapters 1, 2, 3, 4, 5, and 6 all provide detail on contemporary US foreign policy, including Middle East (Ch 3, 35 – 36), Afghanistan (Ch 4, 21 – 40), and Panama (Ch1, 32 – 34).</p>		
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STANDARD IX: The students will understand the emergence and development of the human rights and culture in the modern era.				
Percentage of coverage in the <i>student and teacher edition</i> for Standard IX: <u>100%</u>		Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard IX: <u>0%</u>		
OBJECTIVES & INDICATORS		Coverage in <i>Student Edition (SE)</i> and <i>Teacher Edition (TE)</i> (pg #'s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)	<i>Not covered in TE, SE or ancillaries</i> ✓
Objective 9.1: Analyze how the civil rights movement affected United States society.				
a.	Identify the causes and consequences of civil rights legislation and court decisions.	<p>Text: Volume II, Chapter 9 “Passing the Torch” gives causes and consequences on legislation in Section VI “An Idea Whose Time Has Come” (364 – 367), photo of LBJ signing Civil Rights Act of 1964 (page 371). Chapter 8, Section III “Freedom Rising” provides detail <i>Brown v. Board</i> (320 – 322, 327).</p> <p>Volume II Enhanced, Chapter 10 (pages 386, 412 – 413) and Chapter 11 (pages 456 – 459, 472 – 474).</p>		
b.	Investigate the fight for the political, economic, and social equality of women.	<p>Text: Volume II, Chapter 10 “Nixon’s the One” provides information on feminism, ERA, and abortion rights (pages 420 – 422).</p> <p>Volume II Enhanced, Chapter 12 (pages 525 – 530).</p>		

<p>c.</p>	<p>Analyze how the black civil rights movement utilized both social and political actions to achieve its goals.</p>	<p>Text: Volume II, Chapter 9 offers detail on social and political actions, including “Freedom on the March” (354 - 361), “We Shall Overcome” (380 – 381), photographs of freedom riders and MLK Jr. (370). Specific discussion of civil rights legislation in “An Idea Whose Time Has Come” (364 – 367).</p> <p>Volume II Enhanced, Chapter 11 (453 – 459, 472 – 474). Ch 13 (560).</p>		
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<p>d.</p>	<p>Investigate the gains in civil rights made by the American Indian nations, Mexican Americans, and other ethnic groups in the last half of the twentieth century.</p>	<p>Text: Volume II, Ch 10 provides information on Cesar Chavez (421). Volume II Enhanced, Ch 12 (513). Roadmap: American Indians VII. http://www.roadmaptolastbesthope.com/volumeI/student/chapter9/laws-legislation VIII. http://www.roadmaptolastbesthope.com/volumeIe/student/chapter11/laws-legislation Cesar Chavez, VII. www.roadmaptolastbesthope.com/volumeII/student/chapter10/key-people VIII. www.roadmaptolastbesthope.com/volumeIe/student/chapter12/key-people</p> <p>Premium Roadmap, in-depth chapter on Cesar Chavez. VII. http://www.roadmaptolastbesthope.com/premium/beyond-volII-chavez VIII. http://www.roadmaptolastbesthope.com/premium/beyond-volIII-chavez</p> <p>In-depth chapter on immigrant experiences. Chinese-Americans, VII. http://www.roadmaptolastbesthope.com/premium/beyond-volII-china VIII. http://www.roadmaptolastbesthope.com/premium/beyond-volIII-china</p> <p>Hispanic-Americans, VII. http://www.roadmaptolastbesthope.com/premium/beyond-volIII-latino VIII. http://www.roadmaptolastbesthope.com/premium/beyond-volIII-latino</p>		
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OBJECTIVES & INDICATORS	Coverage in <i>Student Edition (SE)</i> and <i>Teacher Edition (TE)</i> (pg #'s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)	<i>Not covered in TE, SE or ancillaries</i> ✓	
Objective 9.2: Analyze the impact of the counter- culture since the 1960s.				
a.	Trace the development of the counter-culture from the anti-Vietnam movement.	<p>Text: Volume II, Chapter 9 provides extensive information in Section X “Vietnam” (382 – 391) with specific detail on protests (388 – 391).</p> <p>Volume II Enhanced, Chapter 11 (pages 474 – 483).</p>		
b.	Assess the development of mass media as the voice of the counter-culture.	<p>Text: Volume II, Chapter 8, Section V “Ike’s Last Years” gives detail on emerging TV culture and news coverage regarding Civil Rights (333 – 334). Chapter 10 describes media’s role in counter culture (406 – 411)</p> <p>Volume II Enhanced, Chapter 10 (423 – 426). Chapter 12 (498 – 503).</p>		
c.	Examine the impact of drugs on the counter-culture and the United States.	<p>Text: Volume II, Chapter 10, describes the impact of drugs on the counter culture (pages 406 – 411).</p> <p>Volume II Enhanced, Chapter 12, (pages 498 – 503).</p>		

STANDARD X: The students will understand economic and political changes in contemporary America.			
Percentage of coverage in the <i>student and teacher edition</i> for Standard X: <u>100%</u>		Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard X: <u>0%</u>	
OBJECTIVES & INDICATORS		Coverage in <i>Student Edition (SE)</i> and <i>Teacher Edition (TE)</i> (pg #'s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)
Objective 10.1: Analyze the economy of the contemporary United States.			<i>Not covered in TE, SE or ancillaries</i> ✓
a.	Examine the effects of economics on modern society.	<p>Text: Volume II, Chapters 10, 11, and 12, all provide insight into economic effects of Cold War, including detail on Carter era stagflation (462) and 1980s Recession (484 – 491).</p> <p>Volume II Enhanced, Ch 12, 13, 14.</p> <p>Premium Roadmap: Read 1989 to 2009, Volume III, Online VII. http://www.roadmaptolastbesthope.com/premium/beyond-volII-read-volIII-online VIII. http://www.roadmaptolastbesthope.com/premium/beyond-volIII-read-volIII-online Ch 3, Sect VI “The World Pivots on a Grain of Sand” (16 – 21) gives detailed information on tech boom and bust. Global trade (NAFTA, Ch 2, page 34, Ch 2, 40 – 41) & steel tariffs (Ch 6, page 6).</p>	

b.	Trace the development of computers and the Internet and their impact on American business and globalization.	<p>Premium Roadmap: Read 1989 to 2009, Volume III, Online VII. http://www.roadmaptolastbesthope.com/premium/beyond-volIII-read-volIII-online VIIE. http://www.roadmaptolastbesthope.com/premium/beyond-volIIIE-read-volIII-online Chapter 3, Section VI “The World Pivots on a Grain of Sand” (16 – 21) gives detailed information on the computer, internet, and their huge economic impact on business.</p>		
Objective 10.2: Determine how politics was changed by the end of the Cold War.				
a.	Examine the “Reagan Revolution,” its goals, success, and failures.	<p>Text: Volume II, Chapter 12 “Reagan & Revival” includes the economic/domestic agenda goals (480 – 496) and international events (507 – 517); Section VI “Iran-Contra” (517 – 520), Section VII “Tear Down This Wall” (520 – 524), and Section VIII “Into the Sunset” (524 – 530) give excellent detail on foreign policy successes and failures.</p> <p>Volume II Enhanced, Chapter 14 (572 – 623).</p>		
b.	Determine the impact of environmentalism on the United States.	<p>Text: Volume II, Chapter 10 impact of environmental movement, EPA, <i>Silent Spring</i>, and Earth Day (420) and Ch 9 “Passing the Torch” (354).</p> <p>Volume II Enhanced, Chapter 12 (pages 446 and 512).</p>		

<p>c.</p>	<p>Analyze the impact of international terrorism on the United States</p>	<p>Premium Roadmap: Read 1989 to 2009, Volume III, Online VII. http://www.roadmaptolastbesthope.com/premium/beyond-volIII-read-volIII-online VIII. http://www.roadmaptolastbesthope.com/premium/beyond-volIIIE-read-volIII-online Chapter 4 “Bush and the Age of Terror” Sections II, III, IV, VI, VII all provide detailed analysis and impact of 9/11 (7 – 21), Afghanistan (21 – 40), Iraq (40 – 48). Chapter 5 “Bush’s 2nd Term – In War & Controversy) includes treatment of foreign policy in Iraq (1 – 4). Chapter 6 “Peril & Promises, Failure & Success” provides recent analysis of “The Surge” (23 – 28).</p>		
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