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GENERIC EVALUATION CRITERIA

Group III – Social Studies 2011-2016

Tenth Grade: United States Studies to 1900

R-E-S-P-O-N-S-E			CRITERIA	NOTES
Yes	No	N/A		
Yes			I. INTER-ETHNIC The instructional material meets the requirements of inter-ethnic: concepts, content and illustrations, as set by West Virginia Board of Education Policy (Adopted December 1970).	
Yes			II. EQUAL OPPORTUNITY The instructional material meets the requirements of equal opportunity: concept, content, illustration, heritage, roles contributions, experiences and achievements of males and females in American and other cultures, as set by West Virginia Board of Education Policy (Adopted May 1975).	

GENERAL EVALUATION CRITERIA

Group III – Social Studies 2011-2016

Tenth Grade: United States Studies to 1900

INSTRUCTIONAL MATERIALS ADOPTION: 21st CENTURY LEARNING EVALUATION CRITERIA

The general evaluation criteria apply to each grade level and are to be evaluated for each grade level unless otherwise specified. These criteria consist of information critical to the development of all grade levels. In reading the general evaluation criteria and subsequent specific grade level criteria, **e.g. means “examples of” and i.e. means that “each of” those items must be addressed.** Eighty percent of the general and eighty percent of the specific criteria must be met with I (In-depth) or A (Adequate) in order to be recommended.

In addition to alignment of Content Standards and Objectives (CSOs), materials must also clearly connect to Learning for the 21st Century which includes opportunities for students to develop

(Vendor/Publisher) SPECIFIC LOCATION OF CONTENT WITHIN PRODUCT	(IMR Committee) Responses											
	I=In-depth	A=Adequate	M=Minimal	N=Nonexistent	I		A		M		N	
	A. Learning Skills											
<p>Text: Thinking and problem solving skills are shown throughout Chapters 1 – 13. Geography is emphasized with maps (pages 95, 200) and attention to regional economic knowledge and conflict (Chapter 8 “The Rising Storm”, pages 269 – 310). Primary sources facilitate historical analysis, such as political cartoons (pages 412 and 426), speeches (367 – 368), and poetry</p>	<p>1. Thinking and Problem-Solving Skills/Social Studies Content</p> <ul style="list-style-type: none"> • is presented in a way that deepens student understanding through meaningful and challenging inquiry-based learning that builds on prior knowledge and promotes social science connections (e.g., the importance of geography in historical events, the importance of economics in geography, the importance of past history in civic decision making); 											

(pages 400 – 401). The narrative format contributes to creating authentic connections, such as comparing immigration at different periods of history (page 450) and understanding the influence of the United States on other countries (pages 183 – 184).

Roadmap:

Essays every chapter see example, http://www.roadmaptolastbesthope.com/images/volume1/chapter13/Chapter13_Essays.pdf

Geography,

<http://www.roadmaptolastbesthope.com/volumel/student/geography-resources>;
<http://www.roadmaptolastbesthope.com/volumel/teacher/toolkit/how-to-practice-geography>

Economics,

[http://www.roadmaptolastbesthope.com/sites/default/files/HowtoIncorporateEconomics\(1\).pdf](http://www.roadmaptolastbesthope.com/sites/default/files/HowtoIncorporateEconomics(1).pdf);

[http://www.roadmaptolastbesthope.com/sites/default/files/VIEconomicKeyPoints\(3\).pdf](http://www.roadmaptolastbesthope.com/sites/default/files/VIEconomicKeyPoints(3).pdf)

Civic Decision-Making,

Skill/Projects every chapter, see example: <http://www.roadmaptolastbesthope.com/volumel/teacher/chapter5/lesson-plan>

Historical Analysis,

<http://www.roadmaptolastbesthope.com/volumel/teacher/toolkit/how-to-analyze-a-political-cartoon>;
<http://www.roadmaptolastbesthope.com/sites/default/files/HowtoBuildHistorialSkills.pdf>

Debates for every chapter, see example: <http://www.roadmaptolastbesthope.com/volumel/teacher/chapter1/debates>

Local and global connections,

[http://www.roadmaptolastbesthope.com/sites/default/files/HowToCurrentEvents\(3\).pdf](http://www.roadmaptolastbesthope.com/sites/default/files/HowToCurrentEvents(3).pdf)

Mnemonics every chapter, see example:

<http://www.roadmaptolastbesthope.com/volumel/teacher/chapter13/mnemonic>

Premium:

Historical Analysis,

<http://www.roadmaptolastbesthope.com/premium/volumel/debates>;

<http://www.roadmaptolastbesthope.com/premium/volumel/simulations>

- engages in complex historical analysis that promotes the development of mental perspectives, thoughtful well-framed questions and thoughtful judgment applicable to students' own lives and future situations; and
- promotes local and global connections past and present in real-world, authentic relationships that encourage the consideration of human choice and natural catastrophic events on historic outcomes.

Text: Chapters 1 – 13 include numerous primary sources. Sources are included throughout the text (examples include 10-11, 18-19, 28, 40, 218, 228, 248, 287-288.) Emphasis on understanding academic vocabulary and comprehension is displayed through practical and informative footnotes (examples include 40, 60, 76, 78, 82, 110, 115, 118, 122, 154, 158, 166, 193, 214).

Roadmap: Every chapter has links to historical documents discussed in text. See representative examples:
 Article I, Section 8, Clause 11, US Constitution,
www.roadmaptolastbesthope.com/volume1/teacher/chapter6/lesson-plan
 Bill of Rights:
www.roadmaptolastbesthope.com/volume1/teacher/chapter5/lesson-plan
 Gettysburg Address:
www.roadmaptolastbesthope.com/volume1/teacher/chapter10/lesson-plan
 Historic Letters,
<http://www.roadmaptolastbesthope.com/volume1/teacher/chapter9/lesson-plan>
 Primary Sources every chapter, see,
<http://www.roadmaptolastbesthope.com/volume1/chapter10/sources>
 Essays very chapter, see,
http://www.roadmaptolastbesthope.com/images/volume1/chapter5/Chapter5_Essays.pdf
 Vocabulary every chapter, see,
<http://www.roadmaptolastbesthope.com/volume1/student/chapter11/vocabulary>;
<http://www.roadmaptolastbesthope.com/volume1/teacher/toolkit/how-to-incorporate-vocabulary>

Premium:
 Submit Your Essays and projects,
<http://www.roadmaptolastbesthope.com/premium/home/lessons-projects-essays>
 Submit videos at HOPE Tube,
<http://www.roadmaptolastbesthope.com/premium/home/hope-tube>

2. **Information and Communication Skills/Social Studies**
 Multiple strategies including those recognized in Literacy 2.0 provide students with the opportunity to:
- locate existing social studies content information, especially primary source documents to interpret meaning and then create original communication;
 - develop comprehension, academic vocabulary, and writing skills in the context of social studies content; and
 - create multi-media products to address a variety of issues and present the information, conclusions, predictions and viable solutions to various audiences.

<p>Text: Narrative format of Chapters 1 – 13 lends itself to self-directed inquiry, particularly in the use of biographical detail (20 – 21, 84 – 85, 150 – 151, 201, 413, 427, 498 – 499); opportunities for art analysis (94 – 95, 413).</p> <p>Roadmap: Two audio podcasts with Author every chapter, see example, http://www.roadmaptolastbesthope.com/volumel/chapter7/media</p> <p>Debates and Skill/Projects see, http://www.roadmaptolastbesthope.com/volumel/teacher/chapter1/lesson-plan</p> <p>Plays every chapter, see, http://www.roadmaptolastbesthope.com/volumel/teacher/chapter6/plays</p> <p>Premium: More plays and debates, http://www.roadmaptolastbesthope.com/premium/volumel/plays; http://www.roadmaptolastbesthope.com/premium/volumel/debates</p>	<p>3. Personal and Workplace Productivity Skills Provide opportunities:</p> <ul style="list-style-type: none"> • for self-directed inquiry • to work collaboratively; • and to practice time-management and project management skills in problem based learning situations. 							
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	B. 21st Century Tools						
<p>Text: All of the chapters provide comprehensive detail on historic issues that lend themselves well for debate and inquiry. A good example of this is analyzing and debating Westward Expansion (pages 240 – 247, 451 – 455). Emphasis on cross-curricular connections is shown in all chapters with references to music (207, 211), literature (260, 264, 283, 303), and science (444 – 445, 465, 490).</p> <p>Roadmap: Alignment research-based strategies, http://www.roadmaptolastbesthope.com/sites/default/files/3-30-10Roadmap%20StrategiesNewHeader.pdf Maps every chapter see example, http://www.roadmaptolastbesthope.com/volumel/student/chapter7/images-maps More maps, http://www.roadmaptolastbesthope.com/volumel/student/geography-resources; http://www.roadmaptolastbesthope.com/volumel/teacher/toolkit/how-to-practice-geography; http://www.roadmaptolastbesthope.com/volumel/teacher/toolkit/master-list-of-maps Audio Podcasts, http://www.roadmaptolastbesthope.com/volumel/chapter4/media Mind maps, http://www.roadmaptolastbesthope.com/volumel/teacher/toolkit/mind-map Mnemonics, http://www.roadmaptolastbesthope.com/volumel/teacher/chapter9/mnemonic 2-3 Timelines per chapter, http://www.roadmaptolastbesthope.com/volumel/teacher/chapter3/timeline Other Resources,</p>	<p>1. Thinking and Reasoning and Problem Solving Skills Provide opportunities to:</p> <ul style="list-style-type: none"> • use problem-solving tools including interactive web-based tools (such as spreadsheets, decision support, data collection processes and tools, design tools, simulations, maps, graphic organizers and books). • integrate technology tools seamlessly to solve real world problems, make decisions and justify those decisions; • engage in inquiry-based learning experiences that encourage students to seek and/or create innovative outcomes to both historic and current issues and to recommend or take action regarding these issues; • include cross-curricular resources from the arts and sciences to initiate innovative solutions to problems and issues. 						

<p>http://www.roadmaptolastbesthope.com/volumel/teacher/chapter8/other-resources Student Web Links, http://www.roadmaptolastbesthope.com/volumel/student/web-links Overview Handout for Students, http://www.roadmaptolastbesthope.com/sites/default/files/VIChapter10OverviewHandoutforStudents.pdf Debates, http://www.roadmaptolastbesthope.com/volumel/teacher/chapter9/debates Premium: Simulations, http://www.roadmaptolastbesthope.com/premium/volumel/simulations Ask Team HOPE, http://www.roadmaptolastbesthope.com/premium/home/ask-team-hope More Debates, http://www.roadmaptolastbesthope.com/premium/volumel/debates</p>							
<p>Premium: Audio books, http://www.roadmaptolastbesthope.com/premium/volumel/audio-recordings Submit Your Essays and Projects, http://www.roadmaptolastbesthope.com/premium/home/lessons-projects-essays Send videos HOPE Tube, http://www.roadmaptolastbesthope.com/premium/home/hope-tube Ask Team HOPE, http://www.roadmaptolastbesthope.com/premium/home/ask-team-hope Live webcam conversations with Author, http://www.roadmaptolastbesthope.com/premium/home/live-webcam Kindle and Sony versions of text, http://www.roadmaptolastbesthope.com/premium/volumel/book-reader Ning with Team HOPE and Author, http://albhteamhope.ning.com/main/invitation/new?xq_source=msg_wel_network Twitter, http://twitter.com/home?status=Just+joined+http://albhteamhope.ning.com</p>	<p>2. Information and Communication Skills Provide scenarios which require students to use current technologies to</p> <ul style="list-style-type: none"> • create and share new information using multi-media materials such as downloadable web-based content, audio books, word processing, e-mail, groupware, presentation, web development, internet search tools, wikis, blogs and other interactive electronic tools as they become available; • make informed choices; • interact with outside resources through opportunities for local and global collaboration in a variety of safe venues. 						

<p>Roadmap: Skill/Projects, http://www.roadmaptolastbesthope.com/volume1/teacher/chapter1/lesson-plan Student Web Links, http://www.roadmaptolastbesthope.com/volume1/student/web-links Debates, http://www.roadmaptolastbesthope.com/volume1/teacher/chapter10/debates Essays, http://www.roadmaptolastbesthope.com/images/_volume1/_chapter10/Chapter10_Essays.pdf Primary Sources every chapter see: http://www.roadmaptolastbesthope.com/volume1/chapter9/sources Premium: More debates, http://www.roadmaptolastbesthope.com/premium/volume1/debates Simulations, http://www.roadmaptolastbesthope.com/premium/volume1/simulations</p>	<p>3. Personal and Workplace Productivity Skills Provide opportunities in which students</p> <ul style="list-style-type: none"> • conduct research, validate sources and report ethically on findings; • use a variety of multimedia tools to work collaboratively to acquire information; • identify, evaluate and apply appropriate technology tools for a variety of purposes relating to acquisition of social studies content knowledge. 							
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	<p>C. Scientifically Based Research Strategies <i>For student mastery of content standards and objectives, the instructional materials will provide students with the opportunity to</i></p>						
<p>Text: Volume I gives detailed historical analysis in understanding social, political, geographic, and economic issues. For example: Volume I uses a historical narrative to tell the story of the growth of America across the geographical regions of the North American continent – from the Eastern seaboard, across the Appalachians, on to the Great Plains, across the Rockies, and finally to the Pacific coast (13, 15, 43, 170, 177, 186, 190, 197, 200, 259, 268, 423). Chapter 2 shows how the swampy geography of Jamestown, Virginia led to great sickness and many deaths, yet also provided the unique geographical setting for the growing of tobacco, ultimately the salvation of the colony (pages 31 – 36). Chapter 6 highlights President Jefferson’s fascination with the unknown geography of the West and his decision to send Lewis and Clark forth to explore and map that region (93, 186 – 189, 200, 223, 246, 259). The Louisiana Purchase dramatically expanded the map of the United States (184-186). Students will see clearly in Chapter 7 how that map expanded even further west with the American victory in a war with Mexico (263-268). Chapter 8 makes clear how geography impacts history as students read about the growing division between sections. The geography of the South proved far</p>	<p>1. link prior knowledge to new information to construct their own viable mental maps and deepen understanding of the connections of world historical events, geographic regions, economies and geo-politics.</p>						

<p>more suitable to plantation agriculture and slavery than did the geography of the North. The battle that became “Bleeding Kansas” (286-292) shows clash between these two geographical visions.</p> <p>Roadmap: An entire student section is devoted to Geography Resources and Review, www.roadmaptolastbesthope.com/volume1/student/geography-resources Using the Five Themes of Geography, www.roadmaptolastbesthope.com/sites/default/files/Geography_Applications_Voll.pdf Geography for Teachers, www.roadmaptolastbesthope.com/volume1/teacher/toolkit/how-to-practice-geography</p>								
<p>Text: Throughout Volume I, there is an emphasis on thematic issues that persist and are interconnected with the American experience. Examples include immigration (pages 447 – 451), the environment and conservation (pages 455 – 456), poverty and human rights (pages 456 – 458), colonialism (pages 12 – 23), and conflict (pages 62 – 106).</p>	<p>2. investigate issues that are interconnected (e.g., colonialism, poverty, human rights, environment, energy, safety, immigration, conflict) to solve complex problems that can change at varied entry points suggesting the possibility of multiple solutions. .</p>							

<p>Text: Volume I includes analysis of multiple historical perspectives and points of view, including: Abraham Lincoln and Stephen Douglas: Volume I (pages 296-301, 303-310). John Calhoun, Henry Clay and Daniel Webster: Volume I (pages 272-278). The role of big business: Volume I (pages 445, 463—465, 481).</p> <p>Roadmap: Both Roadmap and Premium Roadmap contain discussion questions and detailed debates (with point/counter-points for each side of the issue) for every chapter War Hawks vs. Federalists, www.roadmaptolastbesthope.com/volume1/teacher/chapter6/debates Melting Pot or Salad Bowl, www.roadmaptolastbesthope.com/volume1/teacher/chapter12/debates Land of Confederates, www.roadmaptolastbesthope.com/volume1/teacher/chapter11/debates</p>	<p>3. develop and defend various points of view through discussion, debate, reasoning, and proof; and be involved in investigations that enable students to make real world connections to the material.</p>							
<p>Roadmap: Skill/Projects every chapter see, http://www.roadmaptolastbesthope.com/volumel/teacher/chapter11/lesson-plan Audio Podcasts see: http://www.roadmaptolastbesthope.com/volumel/teacher/chapter11/media Vocabulary, http://www.roadmaptolastbesthope.com/volumel/teacher/toolkit/how-to-incorporate-vocabulary</p>	<p>4. follow oral and written directions.</p>							

<p>Text: Volume I contains numerous primary sources. Sources are included throughout the text (examples include pages 10-11, 18-19, 28, 40, 218, 228, 248, 287-288.) Analysis of political cartoons (pages 412, 426), speeches (164, 470), and even the inscription on the Statue of Liberty (page 449) allows for a deeper understanding and connection to current issues.</p> <p>Roadmap: Every chapter has links to historical documents discussed in text. See representative examples: Article I, Section 8, Clause 11, US Constitution, www.roadmaptolastbesthope.com/volume1/teacher/chapter6/lesson-plan Bill of Rights, www.roadmaptolastbesthope.com/volume1/teacher/chapter5/lesson-plan Gettysburg Address, www.roadmaptolastbesthope.com/volume1/teacher/chapter10/lesson-plan Historic Letters, http://www.roadmaptolastbesthope.com/volume1/teacher/chapter9/lesson-plan Primary sources all chapters, http://www.roadmaptolastbesthope.com/volume1/teacher/chapter6/sources</p>	<p>5. discover, read, analyze and interpret primary source documents and synthesize the information so as to draw conclusions, gain a deeper understanding of the information and connect to current issues.</p>						
<p>Text: All of the chapters provide detailed analysis of the causes and effects of major events in American history. Almost each chapter includes extensive political discussion, including pivotal presidential elections that provide the immediate cause-effect relationship (pages 171 – 176, 216 – 217, 220 – 227, 303 – 310, 428 – 433, and 515 – 519).</p>	<p>6. detect cause and effect relationships.</p>						

<p>Text: Volume I gives multiple perspectives and provides numerous opportunities to discuss bias, facts, and conjecture in documents, speeches, and quotes. A few examples include the Stamp Act (pages 62–64, 66–70, 76), the Monroe Doctrine (pages 215-216), and the Dred Scott case (pages 293-296, 299, 317, 326).</p> <p>Roadmap: Examination of sources and big ideas in every chapter. Understanding the Election of 1860, www.roadmaptolastbesthope.com/volume/teacher/chapter8/lesson-plan</p> <p>Columbus: Hero or Villain, www.roadmaptolastbesthope.com/volume/teacher/chapter1/lesson-plan</p> <p><i>Worcester v. Georgia</i>, www.roadmaptolastbesthope.com/volume/teacher/chapter7/lesson-plan</p>	<p>7. distinguish between facts and conjecture and to know when each may be of value to research.</p>							
<p>Text: Maps are provided (95, 200).</p> <p>Roadmap: Maps, http://www.roadmaptolastbesthope.com/volumel/student/geography-resources; http://www.roadmaptolastbesthope.com/volumel/teacher/toolkit/how-to-practice-geography; http://www.roadmaptolastbesthope.com/volumel/teacher/toolkit/master-list-of-maps</p> <p>Skill/Projects, http://www.roadmaptolastbesthope.com/volumel/teacher/chapter13/lesson-plan</p> <p>Other Resources, http://www.roadmaptolastbesthope.com/volumel/teacher/chapter13/other-resources</p> <p>Student Web Links, http://www.roadmaptolastbesthope.com/volumel/student/web-links</p> <p>Primary Sources, http://www.roadmaptolastbesthope.com/volumel/chapter13/sources</p>	<p>8. use maps, graphs, globes, media, and technology sources to acquire and apply new information.</p>							

Text: Volume I provides a linear and thematic approach to history. One example of this is the thorough examination of presidents and policies in each chapter, including detailed analysis of Jefferson (pages 177 – 219) and Jackson (220 – 268).

Roadmap:

Every chapter has more than two-three timelines of events,
www.roadmaptolastbesthope.com/volume1/teacher/chapter6/timeline
www.roadmaptolastbesthope.com/volume1/chapter2/timeline

Every chapter includes multiple maps and images,
www.roadmaptolastbesthope.com/volume1/student/chapter3/images-maps
www.roadmaptolastbesthope.com/volume1/teacher/chapter8/images-maps

Key People You Should Know has links to recommended outside sources,
www.roadmaptolastbesthope.com/volume1/chapter8/key-people

Critical Events has links to recommended outside sources,
www.roadmaptolastbesthope.com/volume1/chapter13/events

Audio Podcasts with author discuss historical figures - Andrew Jackson:
<http://www.roadmaptolastbesthope.com/volume1/teacher/chapter7/media>

9. sequence time, events, social, economic and political influences on a society in chronological order.

	<p>D. Life Skills <i>For student mastery of content standards and objectives, the instructional materials will provide students with the opportunity to</i></p>					
<p>Text: Volume I contains numerous historic examples of civic engagement and commitment, including the contributions of leaders such as Washington (pages 133 – 141), Adams (pages 165 – 171), and Teddy Roosevelt (475 – 526). Roadmap: http://www.roadmaptolastbesthope.com/volumel/student/chapter11/laws-legislation; http://www.roadmaptolastbesthope.com/prmium/media/speeches</p>	<p>1. develop a deeper understanding of Civic Literacy (civic engagement, e.g., volunteerism, voting, running for office, influencing and monitoring policy) and to develop civic dispositions.</p>					
<p>Text: Chapters 1 – 13 all include numerous historic references to national and global economics; one in-depth example is found in analyzing the Pullman Strike in Chapter 12, Section VII “A Cross of Gold” (467 – 468). Entrepreneurship is also referenced with Carnegie (445, 463 – 465) and Rockefeller (pages 445 and 500). Taxes and tariffs are analyzed (62 – 64, 66 – 70, 72, 234, and 237). Roadmap: http://www.roadmaptolastbesthope.com/sites/default/files/HowtoIncorporateEconomics%281%29.pdf; http://www.roadmaptolastbesthope.com/sites/default/files/VIEconomicKeyPoints%283%29.pdf</p>	<p>2. practice Financial Literacy skills, (personal finance, entrepreneurship, business finance, and local, national and global economics).</p>					

<p>Roadmap: Syllabus, http://www.roadmaptolastbesthope.com/volumel/teacher/toolkit/syllabus-voll Key Historical Points, http://www.roadmaptolastbesthope.com/volumel/chapter13/key-points Chapter Summaries, http://www.roadmaptolastbesthope.com/volumel/teacher/chapter8/summary; http://www.roadmaptolastbesthope.com/volumel/chapter13/summary; http://www.roadmaptolastbesthope.com/volumel/chapter2/summary Skill/Projects, http://www.roadmaptolastbesthope.com/volumel/teacher/chapter1/lesson-plan Mnemonics, http://www.roadmaptolastbesthope.com/volumel/teacher/chapter13/mnemonic Debates, http://www.roadmaptolastbesthope.com/volumel/teacher/chapter13/debates Premium: More Debates, http://www.roadmaptolastbesthope.com/premium/volumel/debates</p>	<p>3. develop Global Awareness (global competency in research, communication, presentation, action).</p>							
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E. Instructional Resources

For student mastery of content standards and objectives, the instructional materials will

Roadmap:

Skill/Projects for every chapter,
<http://www.roadmaptolastbesthope.com/volumel/teacher/chapter12/lesson-plan>

Plays,
<http://www.roadmaptolastbesthope.com/volumel/teacher/chapter13/plays>

Debates,
<http://www.roadmaptolastbesthope.com/volumel/teacher/chapter12/debates>

Essays,
http://www.roadmaptolastbesthope.com/images/volume1/chapter12/Chapter12_Essays.pdf

Web Tutorials every feature of Roadmap,
<http://www.roadmaptolastbesthope.com/web-tutorials>

Teacher Toolkit strategies to support text,
<http://www.roadmaptolastbesthope.com/volumel/teacher/toolkit>

Alignment to research-based strategies,
<http://www.roadmaptolastbesthope.com/sites/default/files/3-30-10Roadmap%20StrategiesNewHeader.pdf>

Premium:

Ask TEAM Hope,
<http://www.roadmaptolastbesthope.com/premium/home/ask-team-hope>

This Day in History,
<http://www.roadmaptolastbesthope.com/premium/april03>

Monthly audio Podcasts from Author,
<http://www.roadmaptolastbesthope.com/premium/monthly-podcasts>

More debates,
<http://www.roadmaptolastbesthope.com/premium/volumel/debates>

More plays,
<http://www.roadmaptolastbesthope.com/premium/volumel/plays>

Simulations,
<http://www.roadmaptolastbesthope.com/premium/volumel/simulations>

1. provide a variety of engaging lessons, activities and projects that are organized according to WV content standards or other increments and that encourage students to investigate and acquire a deeper understanding of the major social studies concepts, through relevant and real-world connections; and provide teacher support to properly integrate these resources.

<p>Roadmap: Essays, http://www.roadmaptolastbesthope.com/sites/default/files/V1Ch2Essays2010.pdf Debates, http://www.roadmaptolastbesthope.com/volumel/teacher/chapter2/debates Chapter Summaries for Teachers, http://www.roadmaptolastbesthope.com/volumel/teacher/chapter11/summary Alignment with Research-based strategies, http://www.roadmaptolastbesthope.com/sites/default/files/3-30-10Roadmap%20StrategiesNewHeader.pdf</p> <p>Premium: More Debates, http://www.roadmaptolastbesthope.com/premium/volumel/debates Simulations, http://www.roadmaptolastbesthope.com/premium/volumel/simulations</p>	<p>2. consistently integrate open-ended tasks that engage students and invite them to speculate, hypothesize, and determine appropriate action strategies.</p>							
<p>Roadmap: Chapter Summaries for Teachers, http://www.roadmaptolastbesthope.com/volumel/teacher/chapter13/summary Syllabus, http://www.roadmaptolastbesthope.com/volumel/teacher/toolkit/syllabus-voll Geographic, http://www.roadmaptolastbesthope.com/volumel/student/geography-resources; http://www.roadmaptolastbesthope.com/volumel/teacher/toolkit/how-to-practice-geography; http://www.roadmaptolastbesthope.com/volumel/teacher/toolkit/master-list-of-maps Economics, http://www.roadmaptolastbesthope.com/sites/default/files/HowtoIncorporateEconomics%281%29.pdf; http://www.roadmaptolastbesthope.com/sites/default/files/VIEconomicKeyPoints%283%29.pdf Historical principles, http://www.roadmaptolastbesthope.com/sites/default/files/HowtoBuildHistorialSkills.pdf AP Center, http://www.roadmaptolastbesthope.com/volumel/teacher/development</p>	<p>3. provide teachers with guiding questions and essential questions to aid student development of social awareness and a deeper understanding of civic, economic, geographic and historic principles.</p>							

<p>Roadmap has thousands of prescreened links and hundreds of lessons and activities from exemplary history teachers:</p> <p>Audio Podcasts all chapters see, http://www.roadmaptolastbesthope.com/volumel/teacher/chapter13/media</p> <p>Key People You Should Know, http://www.roadmaptolastbesthope.com/volumel/chapter12/key-people</p> <p>Premium: Read online, http://www.roadmaptolastbesthope.com/premium/volumel/read-online</p> <p>Audio Recordings, http://www.roadmaptolastbesthope.com/premium/volumel/audio-recordings</p> <p>Kindle and Sony, http://www.roadmaptolastbesthope.com/premium/volumel/book-reader</p> <p>Monthly Podcasts from Author, http://www.roadmaptolastbesthope.com/premium/monthly-podcasts</p>	<p>4. include additional resources that are web-based or in a format that can be downloaded to a digital reader and /or a laptop.</p>							
<p>Roadmap has thousands of prescreened links to support text and hundreds of lessons from exemplary teachers.</p> <p>About the Roadmap and Premium, http://www.roadmaptolastbesthope.com/about/roadmap</p>	<p>5. include supplemental materials for intervention and enrichment that provide extensive and varied opportunities to differentiate individual needs and scaffold the work for skill-building and understanding.</p>							
<p>Roadmap: Current events, http://www.roadmaptolastbesthope.com/sites/default/files/HowToCurrentEvents%283%29.pdf</p> <p>Ning with Team HOPE and Author, http://albhteamhope.ning.com/main/invitation/new?xq_source=msg_wel_network</p> <p>Twitter, http://twitter.com/home?status=Just+joined+http://albhteamhope.ning.com</p>	<p>6. provide a resource for students to access daily for updates of global information in real time (e.g., new anthropological discoveries, breaking news, historic discoveries that render the information in the textbook outdated and incorrect).</p>							

<p>Roadmap has thousands of prescreened links to support text and hundreds of lessons from exemplary teachers.</p> <p>About the Roadmap and Premium, http://www.roadmaptolastbesthope.com/about/roadmap</p> <p>Vocabulary hover definitions, http://www.roadmaptolastbesthope.com/volume/student/chapter11/vocabulary</p> <p>Web Tutorials for Teachers, http://www.roadmaptolastbesthope.com/web-tutorials</p> <p>Audio Podcasts from Author, http://www.roadmaptolastbesthope.com/volume/chapter3/media</p> <p>Links to Key People You Should Know, http://www.roadmaptolastbesthope.com/volume/chapter7/key-people</p> <p>Search the Roadmap, http://www.roadmaptolastbesthope.com/search/node/</p> <p>Premium has wide range of multimedia and interactive features:</p> <p>Kindle and Sony, http://www.roadmaptolastbesthope.com/premium/volume/book-reader</p> <p>Ask Team HOPE, http://www.roadmaptolastbesthope.com/premium/home/ask-team-hope</p> <p>Webcam conversations with Author, http://www.roadmaptolastbesthope.com/premium/home/live-webcam</p> <p>This Day in History, http://www.roadmaptolastbesthope.com/premium/april03</p> <p>Ning with Team HOPE and Author, http://albhteamhope.ning.com/main/invitation/new?xq_source=msg_wel_network</p> <p>Twitter, http://twitter.com/home?status=Just+joined+http://albhteamhope.ning.com</p>	<p>7. offer a wide variety of appropriate multimedia materials, especially those associated with Web2.0 and Literacy 2.0.</p>							
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	<p>F. Assessment <i>To ensure a balanced assessment the instructional materials will</i></p>						
<p>Roadmap: Quiz Center, http://www.roadmaptolastbesthope.com/vol/umel/student/quiz-center Multiple Choice all chapters PDF & Word, http://www.roadmaptolastbesthope.com/vol/umel/teacher/chapter10/assessment Essays all chapters, http://www.roadmaptolastbesthope.com/images/volume1/chapter1/Chapter1_Essays.pdf Higher Level MC all chapters PDF & Word, http://www.roadmaptolastbesthope.com/vol/umel/teacher/chapter13/assessment Matching Games all chapters, http://www.roadmaptolastbesthope.com/vol/umel/chapter8/key-people Flash Cards all chapters, http://www.roadmaptolastbesthope.com/vol/umel/chapter9/key-people AP Center, http://www.roadmaptolastbesthope.com/vol/umel/teacher/development</p>	<p>1. provide assessment formats commensurate with WV assessment programs (e.g., WESTEST2, NAEP, State Writing Assessment, informal assessments, PLAN, EXPLORE, Acuity, ACT and SAT).</p>						

<p>Roadmap: Debates, http://www.roadmaptolastbesthope.com/volumel/teacher/chapter8/debates Plays, http://www.roadmaptolastbesthope.com/volumel/teacher/chapter9/plays Questions from the Play, http://www.roadmaptolastbesthope.com/volumel/teacher/chapter9/plays AP Center, http://www.roadmaptolastbesthope.com/volumel/teacher/development How to Write DBQ, http://www.roadmaptolastbesthope.com/volumel/teacher/toolkit/how-to-write-a-document-based-essay Audio Podcasts from Author, http://www.roadmaptolastbesthope.com/volumel/teacher/chapter9/media Premium: Simulations, http://www.roadmaptolastbesthope.com/premium/volumel/simulations More Debates, http://www.roadmaptolastbesthope.com/premium/volumel/debates More Plays, http://www.roadmaptolastbesthope.com/premium/volumel/plays Send videos to HOPE Tube, http://www.roadmaptolastbesthope.com/premium/home/hope-tube Submit Your Essays and Projects, http://www.roadmaptolastbesthope.com/premium/home/lessons-projects-essays How to Incorporate Speech, http://www.roadmaptolastbesthope.com/premium/how-to-incorporate-speech</p>	<p>2. provide opportunities for both formative and summative assessment based on rubrics, document based questions (DBQs), performance-based measures, open-ended questioning, portfolio evaluation, rubrics and multimedia simulations.</p>							
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<p>Roadmap: Mindmaps, http://www.roadmaptolastbesthope.com/vol/umel/teacher/toolkit/how-to-make-a-mind-map Quiz Center, http://www.roadmaptolastbesthope.com/vol/umel/student/quiz-center Geography Resources, http://www.roadmaptolastbesthope.com/vol/umel/student/geography-resources Matching Games, http://www.roadmaptolastbesthope.com/vol/umel/chapter12/key-people Flash Cards, http://www.roadmaptolastbesthope.com/vol/umel/chapter12/key-people Study Tools, http://www.roadmaptolastbesthope.com/vol/umel/teacher/toolkit/how-to-use-study-tools Chapter Overview for Students, http://www.roadmaptolastbesthope.com/sites/default/files/Overview%20V1%20Chapter%2012.pdf Key Historical Points, http://www.roadmaptolastbesthope.com/vol/umel/chapter12/key-points Timelines, http://www.roadmaptolastbesthope.com/vol/umel/teacher/chaper12/timeline Skill/Projects, http://www.roadmaptolastbesthope.com/vol/umel/teacher/chapter11/lesson-plan</p>	<p>3. integrate student self-assessment <i>for</i> and <i>of</i> learning by providing standards-based differentiated rubrics, tools and organizers that are linked to clearly identified learning targets and goals.</p>							
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	G. 21ST CENTURY FORMAT						
<p>Roadmap: Read Online, http://www.roadmaptolastbesthope.com/student/volume1/read-online</p> <p>Premium: Read Online, http://www.roadmaptolastbesthope.com/premium/volume1/read-online Audio recordings, http://www.roadmaptolastbesthope.com/premium/volume1/audio-recordings Kindle and Sony, http://www.roadmaptolastbesthope.com/premium/volume1/book-reader</p>	<ol style="list-style-type: none"> 1. The instructional resource includes an electronic file of the student edition provided on an electronic data storage device (e.g., CD, DVD, USB drive, etc.) and through a link on the publisher’s server, both of which are accessible by a net book or similar device that is internet-enabled and can open standard file formats. 						

SPECIFIC EVALUATION CRITERIA

Group III – Social Studies 2011-2016

Tenth Grade: United States Studies to 1900

The tenth grade program of study examines the evolution of the Constitution as a living document and the role of participatory democracy in the development of a rapidly changing technological society. This study of the United States is an examination of the formative years from the Pre-Columbian civilizations to its transformation as a dominant political and economic influence in the world. Special emphasis is placed on how the challenges of settling expansive and diverse physical environments were met by a culturally diverse population. The West Virginia Standards for 21st Century Learning include the following components: 21st Century Content Standards and Objectives and 21st Century Learning Skills and Technology Tools. All West Virginia teachers are responsible for classroom instruction that integrates learning skills, technology tools and content standards and objectives.

Standard 1: Citizenship

Citizenship education prepares students to be informed, active and effective citizens who accept their responsibilities, understand their privileges and rights and participate actively in society and government. To be successful participants in society, students must understand how to build social capital (a network of social relationships) that encourages reciprocity and trust, two characteristics of civic virtue and good citizenship. Students must be able to research issues, form reasoned opinions, support their positions and engage in the political process. Students exercise tolerance and empathy, respect the rights of others, and share a concern for the common good while acting responsibly with the interests of the larger community in mind. Students must learn and practice intellectual and participatory skills essential for an involved citizenry. To develop these skills, the curriculum must extend beyond the school to include experiences in the workplace and service in the community.

Standard 2: Civics/Government

Civics directly addresses citizenship education in the context of political systems. Students develop global awareness and study the foundations of various world governments and the strategies they employ to achieve their goals. With respect to the United States, students learn the underlying principles of representative democracy, the constitutional separation of powers and the rule of law. The students learn the origins and meaning of the principles, ideals and core democratic values expressed in the foundational documents of the United States. Students recognize the need for authority, government and the rights and responsibilities of citizens.

Standard 3: Economics

Economics analyzes the production, allocation, distribution and use of resources. The economic principles include an understanding of scarcity and choice, productivity, markets and prices, supply and demand, competition, role of government, international trade factors and consumer decisions in a global economy. Understanding economic principles, whole economies and the interactions between different types of economies helps students comprehend the exchange of information, capital and products across the globe. Learners investigate economic principles and their application to historical situations. Learners will work cooperatively and individually to analyze how basic economic principles affect their daily lives. Students become financially responsible by examining the

consequences of and practicing personal financial decision-making.

Standard 4: Geography

Geography in the 21st Century encompasses physical and human systems and the interactions between them on local and global scales. People interact with the natural world in culturally distinct ways to produce unique places, which change over time. The 21st Century technologies and perspectives of geography provide students with an understanding of the world, and the ability to evaluate information in spatial terms. The geography standard stresses the world of the 21st Century and the role of the U.S. in the global community. Students use geographic perspectives and technology to interpret culture, environment and the connection between them. Students collaborate with one another and work individually using geographic skills and tools to ask geographic questions, acquire the necessary information, organize and analyze the information and answer those geographic questions. Students examine the varying ways in which people interact with their environments and appreciate the diversity and similarities of cultures and places created by those interactions. Study follows the themes of the six essential elements.

Standard 5: History

History organizes events and phenomena in terms of when they occurred and examines where, how and why they took place. Students study how individuals and societies have changed and interacted over time. They gather historical data, examine, analyze and interpret this data, and present their results in a clear, critical manner. They organize events through chronologies and evaluate cause-and-effect relationships among them. Students analyze how individuals, groups nations have shaped cultural heritages. Students study origins and evolutions of culture hearths, settlements, civilizations, states, nations, nation-states, governments and economic developments. Through history, students understand the identity and origins of their families, communities, state and nation. Through history, students recognize the influence of world events on the development of the United States and they evaluate the influence of the United States on the world. Understanding the past helps students prepare for the events of the 21st Century. and

Standard 6: Reading (SS.S.06)

Skillful content reading strategies are essential tools that provide students with the skills needed to fully understand social studies concepts. Students learn to apply the five reading components (phonemic awareness, phonics, background knowledge/vocabulary, high frequency word/fluency, comprehension, and writing) in their acquisition of social studies knowledge, insuring a foundation of college readiness. In so doing, students learn to recognize main ideas and supporting details, to locate basic facts (e.g. names, dates, events), to follow sequence of events, to identify cause and effect, and to draw conclusions. Students learn skills necessary to write and edit organized texts insuring that they understand information and communicate it clearly.

For student mastery of content standards and objectives, the instructional materials will provide students with the opportunity to

(Vendor/Publisher) SPECIFIC LOCATION OF CONTENT WITHIN PRODUCT	(IMR Committee) Responses										
	I=In-depth	A=Adequate	M=Minimal	N=Nonexistent	I		A		M		N
	A. Citizenship										
Text: Volume I includes analysis and detail regarding controversial actions and repercussions. One example of this is the discussion of Jim Crow laws (pages 279 – 280, 421, 436, and 469) which readily lends itself to debate over government policies.											
Text: Volume I provides numerous examples of democratic values and principles, including those of the Founding Fathers and their impact on the nation and world (Ch 3, “The Greatest Revolution”, 62 – 106).											
Text: Volume I gives detailed and numerous examples of interactions among citizens. One example of this is the women’s suffrage movement and the passage of the 19 th Amendment (pages 86, 281 – 282, 405 – 406, 421 – 422, 431, 469, and 517).											
Text: Volume I provides examples of peaceful conflict resolution, including the many compromises involved in the Constitution and our nation’s founding (pages 115 – 132).											

<p>Text: Volume I gives many opportunities to evaluate, take, and defend positions; important issues such as the abolition movement and slavery are discussed in detail and from multiple perspectives (Volume I, pp 264 – 265, 280, 283, 285, 289 – 291, 300 – 304, 314, 328, 352, 376, 379, 386, 407, 421 – 422).</p>	<p>5. evaluate, take and defend positions on issues in which fundamental democratic values and principles are in conflict (e.g., liberty and equality, individual rights and the common good, majority rule, minority rights).</p>							
<p>Roadmap: http://www.roadmaptolastbesthope.com/vol/umel/student/chapter11/laws-legislation; http://www.roadmaptolastbesthope.com/premium/media/speeches</p>	<p>6. summarize the characteristics of United States citizenship and evaluate responsibilities, duties, privileges and rights of United States citizens.</p>							
<p>Roadmap: Debates, http://www.roadmaptolastbesthope.com/vol/umel/teacher/chapter12/debates</p>	<p>7. evaluate, take and defend positions on issues regarding the criteria used for naturalization.</p>							
<p>Text: Volume I is full of primary sources that influenced public policy. One specific example is Jane Addams description of Hull House (pages 456 – 457) that influenced Teddy Roosevelt’s progressive legislation.</p>	<p>8. evaluate sources of information related to public policy issues.</p>							
<p>Roadmap: See The Lowell Milken Center, http://www.roadmaptolastbesthope.com/vol/umel/student/web-links</p>	<p>9. examine, select and participate in a volunteer service or project and explain the reason for your selection.</p>							

		B. Civics						
<p>Text: Chapter 3 “The Greatest Revolution”, includes excellent detail and excerpts (pages 83 – 86) regarding fundamental influences and ideas relating to the founding documents (Declaration of Independence, <i>Common Sense</i>). Chapter 4 “Reflection and Choice” (pages 107 – 133) likewise analyzes the Constitution; Chapter 5, Section II “Madison’s Bill of Rights” (141 – 153) also shows the core values and principles. Throughout Volume I, discrepancies are shown using historic examples such as Chapter 7, Section V “The Tragedy of Indian Removal” (240 – 247) and Chapter 9, Section VI “Emancipation: “Forever Free” (349 – 353).</p>	<p>1. identify and describe the fundamental democratic principles and values in the nation’s core American documents, relate them to the subsequent periods in U.S. history, and identify the discrepancies between the expressed ideals and realities.</p>							
<p>Text: Volume I has primary sources and political speeches interspersed throughout, including the Gettysburg Address (pages 367 – 368), the Emancipation Proclamation (pages 349 – 355), and Lincoln’s inaugural address (pages 304 – 305).</p> <p>Roadmap: Primary Sources every chapter, see, http://www.roadmaptolastbesthope.com/vol1umel/chapter11/sources Laws & Legislation, http://www.roadmaptolastbesthope.com/vol1umel/student/chapter8/laws-legislation</p>	<p>2. identify fundamental American democratic principles using primary sources and significant political speeches and writings.</p>							

<p>Text: Chapter 4 “Reflection and Choice” (pages 107 – 133) gives a detailed framework of the Constitution and the powers of the U.S. government. Volume I contains numerous examples of these powers, including defining the Supreme Court in <i>Marbury v. Madison</i> (Chapter 6, page 192) and <i>McCulloch v. Maryland</i> (Chapter 7, pages 247 – 249).</p>	<p>3. explain the purpose of the United States government and analyze how its powers are acquired, used and justified.</p>							
<p>Text: Volume I, Chapter 3 references Locke (pages 64 and 70), the Magna Carta and the English Bill of Rights (pages 64 – 65), and provides detail on the philosophical underpinnings of the Founding Fathers.</p> <p>Roadmap: Locke, Key People You Should Know, www.roadmaptolastbesthope.com/volume1/chapter3/key-people <i>Common Sense</i>, Primary Sources, www.roadmaptolastbesthope.com/volume1/chapter3/sources Student Summary, www.roadmaptolastbesthope.com/volume1/chapter3/summary</p>	<p>4. compare and contrast documents and philosophies that are the basis for representative democracy in the United States (e.g., Greek, Roman, John Locke, Magna Carta, English Bill of Rights).</p>							

<p>Text: Chapter 4 “Reflection and Choice: Framing the Constitution” (pp 107 – 132) and Chapter 5 “The New Republic” (pp 133 – 176) provide a historic perspective on the three branches, separation of powers, and checks and balances.</p>	<p>5. explain the purpose, organization and functions of the legislative, executive and judicial branches, and analyze the separation of powers, checks and balances.</p>							
<p>Text: Volume I, Chapter 4 “Reflection and Choice” (pp 107 – 133) analyzes and summarizes the pivotal points of the Constitution; Chapter 5, Section I “The Sacred Fire of Liberty (133 – 141) and Section II “Madison’s Bill of Rights” (141 – 153) provide additional detail on the Constitution in practice and specific amendments. Roadmap: How to Amend the Constitution, Skill/Project, www.roadmaptolastbesthope.com/volume1/teacher/chapter5/lesson-plan</p>	<p>6. summarize the U.S. Constitution and Amendments then justify the steps required to amend the United States Constitution.</p>							
<p>Text: Chapter 5, Section I (133 – 141) describes the first presidential election. Ch 11 (428 – 433) discusses the famous 1876 electoral college dispute.</p>	<p>7. analyze the presidential election process, the continued use of the Electoral College and the order of presidential succession.</p>							
<p>Text: Chapter 7, Section VI “Jackson’s War on the Bank” (pp 247 – 250) provides a historic perspective on federalism and the powers of each branch.</p>	<p>8. evaluate federalism and give examples of shared, delegated, reserved and implied powers.</p>							
<p>Text: Chapter 12, Section IV “The Golden Door” (447 – 451) discusses the ideals of the US in regard to immigration, including the poem on the Statue of Liberty “The New Colossus” (449) and contemporary immigration issues.</p>	<p>9. evaluate the degree to which public policies and citizen behaviors reflect or foster the stated ideals of a democratic republican form of government.</p>							

<p>Text: Volume I gives extensive detail on the qualities of each president and their leadership. Thomas Jefferson's public service is featured prominently in Chapter 6 "The Jeffersonians" (pp 177 – 219).</p>	<p>10. evaluate, take and defend positions about the functions of political leadership and the importance of public service in American democracy.</p>							
<p>Text: Chapter 3 "The Greatest Revolution" (pp 62 – 106) and Chapter 4 "Reflection and Choice" (107 – 132) both provide analysis and defense of the great democratic experiment. Influence of the Revolution and democracy is readily shown in Ch 5 with French Revolution (153 – 160) and Ch 6 with Haitian Revolution (184 – 186).</p>	<p>11. evaluate and defend how the American Revolution and the establishment of the United States as a constitutional democracy influenced people in other nations and reshaped their image of America.</p>							
<p>Text: Chapter 5, Section V "A Long and Difficult Farewell" (160 –165) gives excellent detail on Washington and an excerpt from Farewell Address (164).</p>	<p>12. assess the significance of George Washington's farewell address.</p>							

	<h3>C. Economics</h3>							
<p>Text: Volume I contains numerous historic examples, including agricultural depression due to overproduction (page 444) and the impact of tariffs (pages 460 – 461).</p>	<p>1. determine the relationship between the law of supply/demand and production/consumption.</p>							
<p>Text: Chapter 5, Section III "A Host in Himself: Hamilton's New System" (pages 144 – 153) provides detail on the new financial system. Chapter 1 (1 –29) gives the mercantilist background of the colonial world and each chapter includes economic changes, such as Chapter 8, Section II "Railroads and Reform" (278 – 282).</p>	<p>2. recognize and discuss the effects of the American Revolution on economic development and construct the steps involved in the change of the United States economic system from mercantilism to free enterprise capitalism.</p>							

<p>Text: Chapter 3 “The Greatest Revolution” offers a historic perspective on taxation controversies in Section I “Stamping Out Unfair Taxes” (pp 62 – 72) and Section II “A Total Separation” (pp 74 – 77).</p> <p>Roadmap: Taxes and controversies http://www.roadmaptolastbesthope.com/vol/umelle/teacher/toolkit/mind-map; http://www.roadmaptolastbesthope.com/vol/umel/teacher/chapter3/summary; http://www.roadmaptolastbesthope.com/vol/umel/teacher/chapter3/debates</p>	<p>3. differentiate between various types of taxes and relate them to taxation controversies in the United States during their era.</p>							
<p>Text: Chapter 8, Section II “Railroads and Reform” (pp 278 – 280) provides thorough treatment of industrialization and the rise of labor unions. Ch 12 further describes labor movement in detail in Section VII “A Cross of Gold (463, 467 - 468). Chapter 13 (520) provides detail regarding Gompers and the Clayton Anti-Trust Act.</p>	<p>4. critique the cause and effect relationship between the labor movement and industrialization in the United States.</p>							
<p>Roadmap: http://www.roadmaptolastbesthope.com/vol/umel/chapter12/key-points; http://www.roadmaptolastbesthope.com/vol/umel/teacher/chapter12/summary</p>	<p>5. explain the concept of capitalism and compare the basic components to those of socialism and communism.</p>							
<p>Text: Ch 8 (270 – 281) analyzes market factors in westward migration; free enterprise system is referenced Ch 12 (444 – 446).</p>	<p>6. identify and analyze the role of market factors in the settlement of the United States and the development of the free enterprise system.</p>							
<p>Text: Volume I, Chapter 5, Section III “A Host in Himself: Hamilton’s New System” (144 – 153) details foreign trade in the early days of the United States.</p>	<p>7. analyze the effects of foreign trade and tariff policies on the United States.</p>							

<p>Text: Chapter 5, Section III “A Host in Himself: Hamilton’s New System” (pages 144 – 153) gives excellent detail and analysis regarding Hamilton-Jefferson debate and Hamilton’s pivotal economic role as the first Secretary of the Treasury.</p>	<p>8. explain and judge the ideas, values, and practices that caused the Hamilton-Jefferson debate, and evaluate the effects of the debate on the formation and direction of the nation’s economy.</p>						
<p>D. Geography</p>							
<p>Roadmap: www.roadmaptolastbesthope.com/volumel/student/geography-resources; http://www.roadmaptolastbesthope.com/volumel/teacher/toolkit/how-to-practice-geography</p>	<p>1. apply correct vocabulary and geographic tools to determine and illustrate:</p> <ul style="list-style-type: none"> • major meridians of longitude and parallels of latitude. • landforms • bodies of water • states and their capitals • cities • climatic regions • relative and exact location of selected designations 						
<p>Roadmap: www.roadmaptolastbesthope.com/volumel/student/geography-resources</p>	<p>2. analyze the role of mental maps in the movement of people across the United States.</p>						
<p>Roadmap: www.roadmaptolastbesthope.com/volumel/student/geography-resources; http://www.roadmaptolastbesthope.com/volumel/teacher/toolkit/how-to-practice-geography</p>	<p>3. determine the most appropriate maps and graphics in an atlas to examine and assess geographic issues regarding the growth and development of the United States (e.g., topography, transportation routes, settlement patterns, growth of service centers and cities).</p>						
<p>Text: Chapter 12, Section IV (447 – 451) discusses the changing demography of United States; the growth of cities is discussed on 281.</p>	<p>4. evaluate the effects of population growth on urbanization.</p>						

<p>Text: Volume I includes cultural analysis and references, including John Philip Sousa (446), Francis Scott Key (207), poetry by Melville (pages 400 – 401), <i>Uncle Tom’s Cabin</i> (284), transcendentalist literature (page 283).</p>	<p>5. interpret how people express attachment to places and regions (e.g., by reference to essays, novels, poems, short stories, feature films, traditional musical compositions such as “God Bless America” and “America the Beautiful”).</p>							
<p>Text: Chapter II “A City Upon a Hill” includes health detail about Jamestown (31 – 35); religion analysis Plymouth (36 – 41). Gold Rush (271 – 272), urbanization (281, 456 – 458), epidemics such as small pox (9 – 10) also featured.</p>	<p>6. evaluate the impact of health and cultural considerations on the quality of life over different historical time periods. (e.g., Jamestown, Plymouth, Gold Rush, Smallpox, urbanization, epidemics)</p>							
<p>Text: Chapter 1 “Westward the Course” (pages 1 – 29) and Chapter 2 “A City Upon a Hill” (pages 30 – 61) provide detail on Native Americans and interaction with Europeans. There is also detail on the origins of slavery and slavery within the colonies (pages 2 – 3, 35 – 36). There is extensive detail on leaders such as Sitting Bull (pages 452, 454), Squanto (pages 38 – 39), Pocahontas (pages 34, 37), Douglass (pages 85 – 86, 264 – 265), W.E.B. DuBois (pages 427, 491), and Booker T. Washington (pages 427, 491). Chapter 7, Section XI “The Halls of Montezuma” (263 – 268) discusses expansion regarding the Mexican-American War and Hispanics. Chapter 12, Section IV “The Golden Door” (447 – 451) gives detailed examination of immigration as well as contributions (472 – 474).</p>	<p>7. Analyze the characteristics, traits, religions, traditions and contributions of Native Americans, African Americans, Hispanics and all immigrants such as Germans, Italians, and Irish to the new American culture.</p>							
<p>Text: Chapter 8 “The Rising Storm” (269 – 310) offers detail on regionalism; Section II “Railroads and Reform” (278 – 286) focuses on the geographic and economic divisions.</p>	<p>8. evaluate the geographic differences that contributed to economic development and regionalism prior to the Civil War.</p>							

<p>Text: Volume I includes detail on impact of environment, including migration to California (271 – 272), Cherokee Removal (240 – 247).</p>	<p>9. analyze the impact of the environment, including the location of natural resources, on immigration and settlement patterns.</p>							
<p>Text: Ch 8, Section II “Railroads and Reform” (278 – 283) gives information on changing demographics due to industrialization & immigration. Ch 12, Section IV “The Golden Door” (447 – 451) gives detailed examination of immigration in urban America.</p>	<p>10. compare and contrast the socioeconomic changes that occur in regions that experience population change.</p>							
<p>Text: Chapter 13, references the National Reclamation Bill and Roosevelt’s Inland Waterways Commission (502). Ch 12, Section V “Winning the West” describes Roosevelt’s first exposure to the West (454 – 456) and conservation movement/national parks is well documented in Ch 13 “The American Dynamo” (501 – 502).</p>	<p>11. evaluate the human impact on the environment throughout the American experience.</p>							
<p>Text: Chapter 1 (8 – 10) provides excellent detail regarding the extensive impact of the Columbian Exchange on the New World. Chapter 2 (34 – 35) discusses the link between agriculture (specifically tobacco) and enslavement.</p>	<p>12. analyze the ways in which physical and human factors have influenced the evolution of significant historic events and movements.</p>							
	<p>E. History</p>							
<p>Text: Chapter 1 (pages 1 – 29) and Chapter 2 (pages 31 – 46) detail domestic and economic life prior to the 17th century.</p>	<p>1. relate life in America before the 17th century to life today.</p>							

<p>Text: Chapter 1 includes Columbus' first contacts (5 – 6, 8), the Columbian Exchange (8 –10), religious conversion (10 –12), and specific detail on Aztecs (22) and Incas (22).</p>	<p>2. analyze and explain the contacts that occurred between Native Americans and European settlers during the age of discovery.</p>							
<p>Text: Chapter 1 “Westward the Course” (pp 1 – 29) provides detailed religious, social, political, and economic analysis of early European explorers.</p>	<p>3. trace the roots and evaluate early explorations of America and describe and analyze the attraction of the New World to Europeans (religious, social, political, economic).</p>							
<p>Text: Chapter 2 (pages 30 –61) provides detail on the effects of empire building in Section IV “Britain and France: Conflict for a Continent” (pp 46 – 50, 54 – 61), as well as the rise of self-government (pp 35 – 36)</p>	<p>4. justify how the effects of European empire building led to the American Revolution</p>							
<p>Text: Chapter 3 “The Greatest Revolution”, Section I “Stamping Out Unfair Taxes” (pages 62 – 72) gives details and primary source excerpts on the Stamp Act. Section II “A Total Separation” (pages 74 – 77) discusses the Intolerable Acts and the Boston Tea Party.</p>	<p>5. prioritize the problems that existed between the British government and the American colonies and defend first the American viewpoint and then the British viewpoint (e.g., sovereignty of Parliament, taxation, trade restrictions).</p>							
<p>Text: Chapter 3 “The Greatest Revolution”, includes excellent detail and excerpts from the Declaration (pages 83 – 86) and the role of Jefferson (portrait on page 85, text pages 62, 83 – 86)</p>	<p>6. describe and analyze the content of the Declaration of Independence and explain the factors and events which led to its creation.</p>							
<p>Text: Chapter 3 “The Greatest Revolution”, Section III “The Shot Heard ‘Round the World” (77 –86), Section IV “A Continental War” (pages 87 – 92), Section V “The French Alliance” (92 – 97), and Section VI “The World Turned Upside Down” (97 – 102) all provide the sequence and analysis of the major events and ideas in the Revolutionary War.</p>	<p>7. analyze, explain and sequence major events and ideas of the Revolutionary War.</p>							

<p>Text: Chapter 4, Section I “A Critical Period” (pages 107 – 115) discusses the challenges; a thorough examination of the Constitution is found in Section II “The Great Little Madison” (115 – 126); the Bill of Rights is detailed in Chapter 5, Section II “Madison’s Bill of Rights” (141 – 153).</p>	<p>8. analyze and evaluate the United States Constitution and the Bill of Rights; describe and measure the challenges faced by the new United States government.</p>							
<p>Text: Chapter 4 “Reflection and Choice: Framing the Constitution” (107 – 132) summarizes Constitution; Section III “The Struggle for Ratification” (126 – 132) particularly details different and conflicting political, economic, and social perspectives.</p>	<p>9. differentiate then summarize the parts of the Constitution that responded to the political, economic and social conditions that existed after the American Revolution.</p>							
<p>Text: Chapter 4 “Reflection and Choice: Framing the Constitution” (pages 107 – 132) provide detail on the challenges and compromises in Section I “A Critical Period” (pages 107 – 115), Section II “The Great Little Madison” (pages 115 – 126), and Section III “The Struggle for Ratification” (pages 126 – 132, including excerpts from <i>The Federalist Papers</i>.</p>	<p>10. explain the major challenges faced by the framers of the Constitution, and describe the compromises reached at the Constitutional Convention.</p>							
<p>Text: Chapter 5 “The New Republic” (pages 133 – 176) and Chapter 6 “The Jeffersonians” (pages 177 – 219) provide detailed analysis of nationalism and the young America, including the Monroe Doctrine (pages 215 – 216), Manifest Destiny (pp 262, 259), Washington’s Farewell Address (pp 160 – 165), and the War of 1812 (pp 198 – 212).</p>	<p>11. evaluate the effects of nationalism on the constitutional, political, economic and foreign policy issues faced by the United States in its formative years. (e.g., Monroe Doctrine, Manifest Destiny, Washington’s Farewell Address, War of 1812)</p>							

<p>Text: Volume I contains references and details to the impact of numerous landmark decisions, including <i>Marbury v. Madison</i> (page 192), <i>McCullough v. Maryland</i> (249, 326), <i>Dred Scott v. Sanford</i> (293 – 292, 299, 317, 326), and <i>Plessy v. Ferguson</i> (page 491).</p>	<p>12. identify and explain the impact of United States Supreme Court decisions (e.g., <i>Marbury v. Madison</i>, <i>McCullough v. Maryland</i>, <i>Dred Scott</i>, <i>Plessy v. Ferguson</i>).</p>							
<p>Text: Chapter 6 “The Jeffersonians” 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. Section VIII “The Missouri Compromise” (214 – 215) discusses the thorny issues of slavery and expansion.</p>	<p>13. identify and explain the factors that led to exploration, settlement and expansion across the United States and analyze how the expansion changed the United States (e.g., Louisiana Purchase, Lewis and Clark Exploration, Erie Canal, Missouri Compromise)</p>							
<p>Text: Chapter 7 “Jackson and Democracy”, Section V “The Tragedy of Indian Removal” (240 – 247) & Ch 12, Section V “Winning the West” (451 – 456) provide detailed accounts & effects of US policies on Native Americans.</p>	<p>14. assess the effects of United States policies on Native Americans and recommend alternative actions.</p>							

<p>Text: Chapter 1 (pages 2 – 3, 35 – 36) provide background on the institution of slavery in the New World and American colonies. Chapter 6 (pages 251 – 253) and Chapter 7 “The Rising Storm” (269 - 310) provide detailed information on slavery in the political, economic, and social realm. Nat Turner’s Rebellion is on page 238; Frederick Douglass (portrait on page 320) is detailed on 125, 264 – 265, 277, 280, 284 – 286, 294, 301-302, and 304; William Lloyd Garrison and abolitionism is profiled on pages 238 (quote), 264 – 265, 268, 284 – 286, and 314.</p>	<p>15. research the institution of slavery and its effect on the political, economic and social development of the United States and summarize their findings.</p>							
<p>Text: Chapter 8 “The Rising Storm” (pages 269 – 310), Chapter 9 “Freedom’s Fiery Trial” (311 – 355), Chapter 10 “A New Birth of Freedom” (356 – 392), and Chapter 11 “To Bind Up the Nation’s Wounds” (393 – 433) all provide extensive detail the political, economic, and social conditions before and after Civil War, including “California and the Compromise of 1850” (270 – 278), “Bleeding Kansas” (286 – 292), and “John Brown and Harpers Ferry” (301 – 303, 269, 291, 304.)</p>	<p>16. compare and contrast the political, economic and social conditions in the United States before and after the Civil War.</p>							

<p>Text: Chapter 8 (pages 269 – 310) gives detailed background information on the causes. Chapter 9 and 10 give excellent detail on military strategy and geography in Section II “Fort Sumter: The Circle of Fire” (317 – 323), Antietam (pages 345 – 346), Vicksburg (pages 361 – 363, 371), Section 1 “Gettysburg: The Confederacy’s High-Water Mark” (pages 356 – 360), and Atlanta (pages 378 – 381). Illustrations of Fort Sumter and Antietam are found on page 321. Ch11 “To Bind Up the Nation’s Wounds”, Section III “Reconstruction and Renewal” offers detailed insight into both Presidential and Radical Republican Reconstruction (400 – 409).</p>	<p>17. analyze and sequence the causes and effects of the major events of the Civil War and reconstruction.</p>							
<p>Text: Chapter 8, Section II “Railroads and Reform” (278 – 280) provides a thorough treatment of railroad construction and its impacts. Chapter 12 gives detailed information on technological changes and innovations, including the rise of industry and trusts (436, 444 – 446). Labor, including Gompers and the AFL, is detailed in Section VII “A Cross of Gold” (463, 467 -468).</p>	<p>18. outline the effects of technological change on the United States (e.g., agriculture, transportation, industry, labor, society).</p>							

<p>Text: Chapter 8, Section II “Railroads and Reform” (pages 281 – 286) includes detail on temperance and abolitionism. There are many references to public education (page 110) and abolitionism (146, 234, 238, 301 – 302, 312 – 313, 336, 366, and 419). Volume I also contains on-going detail and references to women’s rights, including Stanton (pages 86, 469), Seneca Falls (pages 281 – 282), and suffrage efforts (pages 421 - 422). Chapter 12, Section VI “A Social Gospel” (pages 456 – 458) provides an in-depth account and primary source of Jane Addams as a reformer; a picture and biography are 497.</p>	<p>19. critique the goals and actions of reformers and reform movements (e.g., women’s rights, minorities, temperance, prison, hospitals, schools, religion) and assume the role of reformer to explain the goals and actions or the movement.</p>							
<p>Text: Volume I has extensive detail on impact of immigration and assimilation, including Chapter 12, Section IV “The Golden Door” (447 – 451).</p>	<p>20. debate the influence and impact of diverse cultures on United States society and explain the process of their assimilation into American life.</p>							
<p>Text: Chapter 1, discusses the Virginia House of Burgesses (pages 35 –36), General Court (legislature) of the Massachusetts Bay Colony (pages 41), and voting rights.</p>	<p>21. explain the development of representative democracy in the United States.</p>							

Text: Volume I includes the use of primary sources as a means for studying the past. Sources are included throughout text, for example see Volume I (pages 10-11, 18-19, 28, 40, 218, 228, 248, 287-288).

Roadmap: Every chapter has links to historical documents discussed in text. See representative examples: Article I, Section 8, Clause 11, US Constitution, www.roadmaptolastbesthope.com/volumel/teacher/chapter6/lesson-plan Bill of Rights, www.roadmaptolastbesthope.com/volumel/teacher/chapter5/lesson-plan Gettysburg Address, www.roadmaptolastbesthope.com/volumel/teacher/chapter10/lesson-plan Historic Letters, <http://www.roadmaptolastbesthope.com/volumel/teacher/chapter9/lesson-plan>

22. research, analyze and interpret primary sources (e.g., artifacts, diaries, letters, photographs, art, documents, newspapers, major political debates) and compare to contemporary media (e.g., television, movies, computer information systems) to better understand events and life in the United States to 1900.

Text: Volume I presents history in a linear fashion, drawing detailed portraits of important figures and all presidents (e.g. Andrew Jackson, pp 220–268), military events (e.g. Firing on Fort Sumter, pp 317–323), technological changes (e.g. Edison , pp 436, 444–445), political events (e.g. Impeachment of Johnson, pp 409 – 411), social movements (e.g. Progressive Movement, pp 490 – 502), economic movements (e.g. bi-metallism, pp 470 – 471).

Roadmap:

Every chapter has more than one timeline of events

www.roadmaptolastbesthope.com/volumel/teacher/chapter6/timeline;

www.roadmaptolastbesthope.com/volumel/chapter2/timeline

Every chapter includes multiple maps and images

www.roadmaptolastbesthope.com/volumel/student/chapter3/images-maps;

www.roadmaptolastbesthope.com/volumel/teacher/chapter8/images-maps

Key people have links to recommended outside sources

www.roadmaptolastbesthope.com/volumel/chapter8/key-people

Critical events have links to recommended outside sources

www.roadmaptolastbesthope.com/volumel/chapter13/events

Audio Podcasts with author discuss historical figures - Andrew Jackson:

<http://www.roadmaptolastbesthope.com/volumel/teacher/chapter7/media>

23. construct various timelines of American history from pre-Columbian times to 1900 highlighting landmark dates, events, technological changes, major political and military events and major historical figures and connect these to the political, economic and social movements the periods.

Text: Volume I includes numerous opportunities for discussion and debate, including the Chinese Exclusion Act (450) and American Imperialism in Ch 13, Section 1 “A Splendid Little War” (476 – 485).

Roadmap: Every chapter of Roadmap and Premium have debates such as

<http://www.roadmaptolastbesthope.com/volume1/teacher/chapter10/debates>

Every Roadmap chapter provides sample essay questions such as

http://www.roadmaptolastbesthope.com/images/volume1/chapter10/Chapter10_Essays.pdf

24. develop skills in discussion, debate and persuasive writing by analyzing historical situations and events to 1900.

Text: Economic Development, Chapter 12, “An Age More Golden Than Gilded?” provides specific detail on Rockefeller, Standard Oil, and trusts (pages 445 – 446, and page 500 in Chapter 13).
Territorial expansion, Chapter 12, Section V (451 – 456) “Winning the West” provides detailed accounts of the expansion and the resulting conflicts.
Political Participation, Chapter 7 “Jackson and Democracy” (pages 220 – 268) gives a detailed analysis of Jacksonian Democracy, especially in Section I “From Caucus to Raucous: The Election of 1828” (220 – 227) and a portrait on 244.
Individual rights, Chapter 11 provides detail on the 13th (404), 14th (406), and 15th (page 421 – 422) Amendments securing rights for African-Americans (and due process in general) following the Civil War.
States’ rights, Chapter 7, Section III “John C. Calhoun: The Cast-Iron Man” (pages 230 – 234) and Section IV “Our Federal Union: It Must Be Preserved” (pages 234 – 240) both provide excellent detail on South Carolina, states’ rights, sectionalism, and Calhoun (with portrait on 245).
Slavery, Chapter 1 (2 – 3, 35 – 36) provides background on the institution of slavery in the New World and American colonies. Chapter 6 (251 – 253) and Chapter 7 “The Rising Storm” (pages 269 - 310) provides

25. analyze and explain the positions of the political parties and their leaders then choose and support a position on the following:
- economic development
 - territorial expansion
 - political participation
 - individual rights
 - states’ rights
 - slavery
 - social reforms.

<p>detailed information on slavery in the political, economic, and social realm. Nat Turner's Rebellion is on 238; Frederick Douglass (portrait on 320) is detailed on 125, 264 – 265, 277, 280, 284 – 286, 294, 301-302, 304; William Lloyd Garrison and abolitionism is profiled on pages 238 (quote), 264 – 265, 268, 284 – 286, 314.</p> <p><i>Social reforms,</i> Chapter 13, Section IV "TR and the Square Deal" (pages 497 – 502) provides detail on the progressive party's social reforms.</p>								
<p>Text: Chapter 6, Section IX "The Monroe Doctrine" (pages 215 – 216) provides detailed reasons and significance of the Monroe Doctrine. Volume I, Chapter 7 "Jackson and Democracy", 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 (pages 262 and 259). Volume I, Ch 6 "The Jeffersonians" discusses the Haitian Revolution (pages 184 – 186) and its impact on the United States regarding the Louisiana Purchase.</p>	<p>26. examine the leaders, ideas and events behind the Monroe Doctrine, Manifest Destiny and other movements (i.e., revolutionary movements in the Caribbean and Latin America) and explain the effects of these movements on the United States.</p>							

	F. Reading						
<p>Text: Each chapter contains an italicized introduction intended to set the stage and provide background knowledge (1, 30, 62, 107, 133, 177, 220, 269, 311, 356, 393, 434, and 475). Attention is given to providing narrative explanations of vocabulary terms and difficult concepts; this is illustrated in understanding “emancipation” in Chapter 9, Section VI “Emancipation: Forever Free” (pages 349 – 355).</p>	<ol style="list-style-type: none"> 1. use the dimensions of reading (phonemic awareness, phonics, background knowledge/vocabulary, high frequency word/fluency, comprehension, and writing) in their acquisition of social studies knowledge, insuring a foundation of college readiness in this genre. 						
<p>Text: Chapter 8 “This Rising Storm” (pages 269 – 310) provides main idea recognition (i.e. Causes of the Civil War) with supporting details (names, dates, events) in the seven sections, including Section I “California and the Compromise of 1850” (pages 270 – 277), Section IV “Dred Scott” (pages 293 – 296), and Section VI “John Brown and Harpers Ferry” (pages 301 – 303). All of the chapters provide this organization and attention to chronology.</p>	<ol style="list-style-type: none"> 2. recognize main ideas and supporting details to locate basic facts (e.g., names, dates, events). 						

<p>Text: Each chapter includes extensive narrative detail on the individuals, ideas, and events that create the American story. A good example of this is Chapter 5 “The New Republic” (133 – 176) which provides detail on Madison and his ideas for the Bill of Rights (pages 141 – 143), Hamilton and his federalist philosophies (pages 144 – 152), and Washington’s influence as the first president (133 – 141).</p>	<p>3. distinguish relationships among people, ideas, and events.</p>							
<p>Text: All of the chapters provide detailed analysis of the causes and effects of major events in American history. Almost each chapter includes extensive political discussion, including pivotal presidential elections that provide the immediate cause-effect relationship (pages 171 – 176, 216 – 217, 220 – 227, 303 – 310, 428 – 433, and 515 – 519).</p>	<p>4. recognize cause-effect relationships in content passages.</p>							
<p>Text: Chapters 1 – 13 provide detailed chronology and dates. An excellent example is Chapter 9 “Freedom’s Fiery Trial” (pages 311 – 355) and Chapter 10 “A New Birth of Freedom” (pages 356 – 392) which outline the Civil War from secession to surrender. Treatment of battles, such as Gettysburg (pages 356 – 368) is detailed and sequential.</p>	<p>5. outline sequences of events.</p>							

<p>Text: All chapters include summations of events & ideas within narrative framework. Students can infer main ideas from easy to understand section headings, such as Ch 7, Section V “The Tragedy of Indian Removal” (240 – 247) or Sect VI “Jackson’s War on the Bank” (247 – 250). Content is presented in chunks of information surrounding an event or idea.</p>	<p>6. summarize events and ideas. Infer main ideas or purpose of content.</p>							
<p>Text: All chapters provide substantial detail about historic figures & events; students draw generalizations & conclusions through use of primary sources (examples 111, 118, 129, 147, 164, 175, 218, 228, 232, 236, 256, 282, 288, 360, 400 – 401, 433, 449, 453, 460, 470, 480, 492).</p>	<p>7. draw generalizations and conclusions about people and events.</p>							
<p>Roadmap: Essays all chapter, http://www.roadmaptolastbesthope.com/images/volume1/chapter9/Chapter9_Essays.pdf Skill/Projects, http://www.roadmaptolastbesthope.com/volumel/teacher/chapter4/lesson-plan DBQ, http://www.roadmaptolastbesthope.com/volumel/teacher/toolkit/how-to-write-a-document-based-essay http://www.roadmaptolastbesthope.com/volumel/teacher/toolkit/how-to-write-a-document-based-essay Write Historic Essays, http://www.roadmaptolastbesthope.com/volumel/teacher/toolkit/how-to-write-an-effective-history-essay Create Lessons, http://www.roadmaptolastbesthope.com/sites/default/files/HowtoCreateLessonSStudentView%282%29.pdf</p>	<p>8. write and edit organized texts of various genres to insure that information is clearly understood.</p>							