

PUBLISHER:	Distributed by Houghton Mifflin Harcourt
SUBJECT:	Social Studies
SPECIFIC GRADE:	Eleventh Grade
COURSE:	Twentieth/Twenty-First Centuries Studies
TITLE:	<i>America: The Last Best Hope, Volume II Enhanced</i>
COPYRIGHT DATE:	2007
SE ISBN:	9780547430157
TE ISBN:	9780547451589

GENERIC EVALUATION CRITERIA

Group III – Social Studies 2011-2016

Eleventh Grade: Twentieth / Twenty-First Centuries Studies

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

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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 VIIIE and VIII. Geography is emphasized with maps (page 437) and attention to geo-political understanding (Chapter 7, pages 274 – 312). Primary sources facilitate historical analysis, such as popular songs (104, 111), speeches (310 – 311, 320 – 321, 364, 413, 452, 456, and 477), slogans (290, 298), and poetry (page 97, 266). The narrative format contributes to creating authentic connections, such as comparing immigration at different periods of</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); • 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 										

<p>history (17) and comparing/contrasting the United States to Europe (39 – 41).</p> <p>Roadmap: Essays every chapter see example, http://www.roadmaptolastbesthope.com/images/volume2enhanced/chapter2/Chapter2_Essays.pdf Geography, http://www.roadmaptolastbesthope.com/volumellenhanced/student/geography-resources; http://www.roadmaptolastbesthope.com/volumelle/teacher/toolkit/how-to-practice-geography Economics, http://www.roadmaptolastbesthope.com/sites/default/files/HowtoIncorporateEconomics(3).pdf; http://www.roadmaptolastbesthope.com/sites/default/files/VIIIEconomicKeyPoints(1).pdf Civic Decision-Making, Skill/Projects every chapter, see example: http://www.roadmaptolastbesthope.com/volumelle/teacher/chapter2/lesson-plan Historical Analysis, http://www.roadmaptolastbesthope.com/volumelle/teacher/toolkit/cartoon; http://www.roadmaptolastbesthope.com/sites/default/files/HowtoBuildHistorialSkills(2).pdf Debates for every chapter, see example: http://www.roadmaptolastbesthope.com/volumelle/teacher/chapter5/timeline Local and global connections, http://www.roadmaptolastbesthope.com/sites/default/files/HowtoBuildHistorialSkills(2).pdf Skill/Projects & Debates every chapter, also Mnemonics, see example: http://www.roadmaptolastbesthope.com/volumelle/teacher/chapter2/mnemonic</p> <p>Premium: Historical Analysis, http://www.roadmaptolastbesthope.com/premium/volumellenhanced/debates; http://www.roadmaptolastbesthope.com/premium/volumellenhanced/simulations</p>	<ul style="list-style-type: none"> 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. 						
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<p>Text: VIIE includes numerous primary sources. Sources are included throughout the text (examples include pages 23 – 24, 31, 36, 47, 59, 63, 134, 138, 156, 157, 266, 290, 300, 303, 317, 324, 338, 346, 353, 388, 471, 477, 498 – 499, 547, 578, 593, and 620), Emphasis on understanding academic vocabulary and comprehension is displayed through practical and informative footnotes (examples include 38, 49, 64, 82, 100, 208, 221, 234, 251, 263, 298, 323, 364, 402, 403, 416, 440, 459, 501, 539, 598, 600, and 621). Biographies with artistic renderings, photographs, and art further develop comprehension (66—67, 116 – 117, 184 – 185, 264 – 265, 318 – 319, 358 – 359, 436 – 437, 462 – 463, 526, 580 – 581).</p> <p>Roadmap: Every chapter has links to historical documents discussed in text. See representative examples: http://www.roadmaptolastbesthope.com/volumelle/student/chapter8/sources Essays, see, http://www.roadmaptolastbesthope.com/images/volume2enhanced/chapter5/Chapter5_Essays.pdf Vocabulary, see, http://www.roadmaptolastbesthope.com/volumelle/student/chapter3/vocabulary; http://www.roadmaptolastbesthope.com/volumelle/teacher/toolkit/incorporate-vocab</p> <p>Premium: Submit Your Essays, http://www.roadmaptolastbesthope.com/premium/home/lessons-projects-essays HOPE Tube, http://www.roadmaptolastbesthope.com/premium/home/hope-tube</p>	<p>2. Information and Communication Skills/Social Studies Multiple strategies including those recognized in Literacy 2.0 provide students with the opportunity to:</p> <ul style="list-style-type: none"> • 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. 						
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<p>Text: Narrative format of Chapters 1 – 14 lends itself to self-directed inquiry, particularly in the use of biographical detail (66 – 67, 116 – 117, 140 – 141); opportunities for photograph analysis (264 – 265, 358, 526); and secondary source (from prominent historians) analysis (pages 20, 150, 352, 411, 426, 447, 523).</p> <p>Roadmap: Two audio podcasts with Author every chapter, see example, http://www.roadmaptolastbesthope.com/volumelle/student/chapter3/media Debates and Skill/Projects see, http://www.roadmaptolastbesthope.com/volumelle/teacher/chapter3/lesson-plan Plays every chapter, see, http://www.roadmaptolastbesthope.com/volumelle/teacher/chapter3/plays Premium, more plays and debates, http://www.roadmaptolastbesthope.com/premium/volumellenhanced/plays; http://www.roadmaptolastbesthope.com/premium/volumellenhanced/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 chapters provide comprehensive detail on historic issues that lend themselves well for debate and inquiry. One example is analyzing and debating Hollywood Blacklisting (371 – 374), McCarthyism (405 – 411). Emphasis on cross-curricular connections in all chapters with references to music (104, 111, 290, 297), literature (157 – 158)), poetry (16, 97), film (168, 179, 272, 299), science (163, 164, 242, 244 – 245, 319).</p> <p>Roadmap: Alignment with research, http://www.roadmaptolastbesthope.com/sites/default/files/3-30-10Roadmap%20StrategiesNewHeader(2).pdf Maps every chapter see example, http://www.roadmaptolastbesthope.com/volumelle/student/chapter8/images-maps More maps, http://www.roadmaptolastbesthope.com/volumellenhanced/student/geography-resources; http://www.roadmaptolastbesthope.com/volumelle/teacher/toolkit/how-to-practice-geography; http://www.roadmaptolastbesthope.com/volumelle/teacher/toolkit/master-maps Audio Podcasts, http://www.roadmaptolastbesthope.com/volumelle/student/chapter4/media Mind maps, http://www.roadmaptolastbesthope.com/volumelle/teacher/toolkit/mind-map Mnemonics, http://www.roadmaptolastbesthope.com/volumelle/teacher/chapter3/mnemonic 2-3 Timelines per chapter, http://www.roadmaptolastbesthope.com/volumelle/teacher/chapter3/timeline</p>	<p>a. 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>Other Resources, http://www.roadmaptolastbesthope.com/volumelle/teacher/chapter3/other-resources Student Web Links, http://www.roadmaptolastbesthope.com/student/volumellenhanced/web-links Overview Handout for Students http://www.roadmaptolastbesthope.com/sites/default/files/VIIIEChapter3OverviewHandoutforStudents.pdf Debates, http://www.roadmaptolastbesthope.com/volumelle/teacher/chapter3/debates Skill/Project, http://www.roadmaptolastbesthope.com/volumelle/teacher/chapter10/lesson-plan Premium: Simulations, http://www.roadmaptolastbesthope.com/premium/volumellenhanced/simulations Ask Team HOPE, http://www.roadmaptolastbesthope.com/premium/home/ask-team-hope More Debates, http://www.roadmaptolastbesthope.com/premium/volumellenhanced/debates</p>								
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<p>Premium: Audio books, http://www.roadmaptolastbesthope.com/premium/volumellenhanced/audio-recordings Submit Your Essays, http://www.roadmaptolastbesthope.com/premium/home/lessons-projects-essays 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/volumellenhanced/book-reader</p> <p>Ning with Team HOPE and Author, http://albhteamhope.ning.com/main/invitation/new?xg_source=msg_wel_network Twitter, http://twitter.com/home?status=Just+joined+http://albhteamhope.ning.com</p>	<p>b. 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. 						
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<p>Roadmap: Skill/Projects, http://www.roadmaptolastbesthope.com/volumelle/teacher/chapter4/lesson-plan Student Web Links, http://www.roadmaptolastbesthope.com/student/volumellenhanced/web-links Debates, http://www.roadmaptolastbesthope.com/volumelle/teacher/chapter4/debates Essays, http://www.roadmaptolastbesthope.com/images/volume2enhanced/chapter4/Chapter4_Essays.pdf Primary Sources every chapter see: http://www.roadmaptolastbesthope.com/volumelle/student/chapter4/sources</p> <p>Premium: More debates, http://www.roadmaptolastbesthope.com/premium/volumellenhanced/debates Simulations, http://www.roadmaptolastbesthope.com/premium/volumellenhanced/simulations</p>	<p>1. 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: Volumes VIIIE and III (online) give detailed historical analysis in understanding social, political, geographic, and economic issues. Good examples of this include Chapter 14 “Reagan and Revival” (572 – 622) which charts dissolution of USSR.</p> <p>Premium: Read 1989 to 2009, Volume III, Online http://www.roadmaptolastbesthope.com/premium/beyond-volIII-read-volIII-online Chapter 1 “Enemies Abroad, Challenges at Home” (pp 1 – 50), continuing the discussion and analysis of the collapse of Communism worldwide.</p> <p>Roadmap: An entire student section is devoted to Geography Resources and Review, http://www.roadmaptolastbesthope.com/volumellenhanced/student/geography-resources Using the Five Themes of Geography, http://www.roadmaptolastbesthope.com/sites/default/files/Geography_Applications_VolIIIIE.pdf Geography for Teachers, http://www.roadmaptolastbesthope.com/volumelle/teacher/toolkit/how-to-practice-geography</p>	<ol style="list-style-type: none"> 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>Text: Throughout Volume IIE, there is an emphasis on thematic issues that persist and are interconnected with the American experience. Examples include the environment and conservation (22--23), energy (553—554), poverty and human rights (383 - 386), colonialism (52 - 55).</p> <p>Premium: Read 1989 to 2009, Volume III, Online http://www.roadmaptolastbesthope.com/premium/beyond-volIIE-read-volIII-online Safety (Ch 2, pp 10-13), conflict (Ch 1, 32-34), immigration (Ch 1, pp 17-23 and Ch 6, pp 18-19).</p> <p>Premium: 3 chapters on immigration experience, http://www.roadmaptolastbesthope.com/premium/beyond-volIIE-china; http://www.roadmaptolastbesthope.com/premium/beyond-volIIE-latino; http://www.roadmaptolastbesthope.com/premium/beyond-volIIE-chavez</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>							
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<p>Text: Volume IIE includes analysis of multiple historical perspectives and points of view, including controversial landmark court cases (58, 180 – 181, 512 – 513) and scandals in history (159, 160, 167, 521, 530 – 531). In addition, detailed discussion of thorny international issues is provided, including the Treaty of Versailles ending WWI (pages 133 – 137) and the Cuban Missile Crisis (442 – 444).</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. See example, Melting Pot or Salad Bowl, http://www.roadmaptolastbesthope.com/volume/teacher/chapter1/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>							
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<p>Roadmap: Skill/Projects every chapter see: http://www.roadmaptolastbesthope.com/vol/umelle/teacher/chapter5/lesson-plan Podcasts see: http://www.roadmaptolastbesthope.com/vol/umelle/teacher/chapter5/media Vocabulary, http://www.roadmaptolastbesthope.com/vol/umelle/teacher/toolkit/incorporate-vocab</p>	<p>4. follow oral and written directions.</p>							
<p>Text: Many opportunities to discover and interpret primary source documents, including negro spirituals (45), GI songs (290), interviews (303), speeches (309 – 310, 310 – 311, 452, 485, 506 – 507), poetry (16, 97), famous quotes (294, 456), photographs (358, 526, 580 – 581). Roadmap: Every chapter has links to historical documents discussed in text. See representative examples: http://www.roadmaptolastbesthope.com/vol/umelle/student/chapter5/sources Skill/Projects, see, http://www.roadmaptolastbesthope.com/vol/umelle/teacher/chapter6/lesson-plan Primary sources all chapters, http://www.roadmaptolastbesthope.com/vol/umelle/student/chapter5/sources How to incorporate current events, http://www.roadmaptolastbesthope.com/sites/default/files/HowToCurrentEvents.pdf</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 chapters have detailed analysis of causes and effects of major events in American history, including extensive political discussion, and pivotal presidential elections that provide immediate cause-effect relationships (8 – 13, 52 – 57, 77 – 79, 82 – 86, 195 – 198, 219 – 223, 401 – 404, 428 – 432, 459 – 468, 487 - 489).</p>	<p>6. detect cause and effect relationships.</p>							

<p>Text: VIIE gives opportunities to distinguish between facts and rhetoric; examples include analysis of the Red Scare and McCarthyism (pages 142, 154, 180 – 181, 395, 408 – 410) and anti-Semitism (164, 214 – 219).</p> <p>Roadmap: Examination of sources and big ideas in every chapter. Skill/Projects, see, http://www.roadmaptolastbesthope.com/volumelle/teacher/chapter3/lesson-plan; http://www.roadmaptolastbesthope.com/volumelle/teacher/chapter8/lesson-plan; http://www.roadmaptolastbesthope.com/volumelle/teacher/chapter11/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 provided (see 437).</p> <p>Roadmap: Maps, http://www.roadmaptolastbesthope.com/volumellenhanced/student/geography-resources; http://www.roadmaptolastbesthope.com/volumelle/teacher/toolkit/how-to-practice-geography; http://www.roadmaptolastbesthope.com/volumelle/teacher/toolkit/master-maps Skill/Projects, http://www.roadmaptolastbesthope.com/volumel/teacher/chapter13/lesson-plan Other Resources, http://www.roadmaptolastbesthope.com/volumelle/teacher/chapter2/other-resources Student Web Links, http://www.roadmaptolastbesthope.com/student/volumellenhanced/web-links Primary Sources, http://www.roadmaptolastbesthope.com/volumelle/student/chapter2/sources</p>	<p>8. use maps, graphs, globes, media, and technology sources to acquire and apply new information.</p>							

<p>Text: Volumes IIE and III (online) provide a linear and thematic approach to history. One example of this is the thorough examination of presidents and policies in each chapter including, Premium: Read 1989 to 2009, , Online http://www.roadmaptolastbesthope.com/premium/beyond-volIIE-read-volIII-online Chapter 4 “Bush and the Age of Terror” (153 – 201) which outlines sequence from start of Bush’s Administration in “Bush Begins” (153 – 159) to the 9/11 attacks in Section II “Let’s Roll” (159 – 173) and the subsequent military engagements (“The Next Phase”, 173 – 182).</p> <p>Roadmap: Every chapter has more than 2-3 timelines of events, see, http://www.roadmaptolastbesthope.com/volumelle/teacher/chapter3/timeline; http://www.roadmaptolastbesthope.com/volumelle/student/chapter3/timeline; http://www.roadmaptolastbesthope.com/volumelle/teacher/chapter4/timeline Key people have links to recommended outside sources http://www.roadmaptolastbesthope.com/volumelle/student/chapter3/key-people Critical events have links to recommended outside sources http://www.roadmaptolastbesthope.com/volumelle/student/chapter3/events 2 Audio Podcasts each chapter with author discuss historical figures and events, see, http://www.roadmaptolastbesthope.com/volumelle/student/chapter3/media</p>	<p>9. sequence time, events, social, economic and political influences on a society in chronological order.</p>							
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	<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: VII E and VIII (online) provide many examples of civic engagement in outlining heroic efforts by presidents (612 – 616). Peace Corps detailed (428, 446). Premium: Read 1989 to 2009, Volume III, Online http://www.roadmaptolastbesthope.com/premium/beyond-volIIIE-read-volIII-online Importance of volunteering (Ch 1, p 18).</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>Premium: Read 1989 to 2009, Volume III, Online http://www.roadmaptolastbesthope.com/premium/beyond-volIIIE-read-volIII-online VIII (online) includes numerous examples of entrepreneurship and business finance (Ch 3, pp 16-21) and economic issues, including the mortgage crisis (Ch pp 6, 40). Roadmap: http://www.roadmaptolastbesthope.com/sites/default/files/HowtoIncorporateEconomics%281%29.pdf; http://www.roadmaptolastbesthope.com/sites/default/files/VIIIEconomicKeyPoints(1).pdf</p>	<p>2. practice Financial Literacy skills, (personal finance, entrepreneurship, business finance, and local, national and global economics).</p>					
<p>Premium: Read 1989 to 2009, Volume III, Online http://www.roadmaptolastbesthope.com/premium/beyond-volIIIE-read-volIII-online VIII (online) includes detailed analysis of the United States within the context of the global community. Examples include (Ch 1, pp 23-32; Ch 2, pp 28-33; Ch 3, pp 1-4 and Ch 3, pp 30-31).</p>	<p>3. develop Global Awareness (global competency in research, communication, presentation, action).</p>					

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/volumelle/teacher/chapter7/lesson-plan>

Plays,
<http://www.roadmaptolastbesthope.com/volumelle/teacher/chapter7/plays>

Debates,
<http://www.roadmaptolastbesthope.com/volumelle/teacher/chapter7/debates>

Essays,
http://www.roadmaptolastbesthope.com/images/volume2enhanced/chapter7/Chapter7_Essays.pdf

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

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

Alignment to research-based strategies,
[http://www.roadmaptolastbesthope.com/sites/default/files/3-3010Roadmap%20StrategiesNewHeader\(2\).pdf](http://www.roadmaptolastbesthope.com/sites/default/files/3-3010Roadmap%20StrategiesNewHeader(2).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/volumellenhanced/debates>

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

Simulations,
<http://www.roadmaptolastbesthope.com/premium/volumellenhanced/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/images/volume2enhanced/chapter9/Chapter9_Essays.pdf Debates, http://www.roadmaptolastbesthope.com/volumelle/teacher/chapter9/debates Chapter Summaries for Teachers, http://www.roadmaptolastbesthope.com/volumelle/teacher/chapter9/summary Alignment with Research-based strategies, http://www.roadmaptolastbesthope.com/sites/default/files/3-30-10Roadmap%20StrategiesNewHeader(2).pdf Premium: More Debates, http://www.roadmaptolastbesthope.com/premium/volumellenhanced/debates Simulations, http://www.roadmaptolastbesthope.com/premium/volumellenhanced/simulations</p>	<p>2. consistently integrate open-ended tasks that engage students and invite them to speculate, hypothesize, and determine appropriate action strategies.</p>							
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<p>Roadmap: Chapter Summaries for Teachers, http://www.roadmaptolastbesthope.com/volumelle/teacher/chapter10/summary Syllabus, http://www.roadmaptolastbesthope.com/volumelle/teacher/toolkit/syllabus-vol-Ile Geographic, http://www.roadmaptolastbesthope.com/volumellenhanced/student/geography-resources; http://www.roadmaptolastbesthope.com/volumelle/teacher/toolkit/how-to-practice-geography; http://www.roadmaptolastbesthope.com/volumelle/teacher/toolkit/master-maps Economics, http://www.roadmaptolastbesthope.com/sites/default/files/HowtoIncorporateEconomics(3).pdf; http://www.roadmaptolastbesthope.com/sites/default/files/VIIIEconomicKeyPoints(1).pdf Historical principles, http://www.roadmaptolastbesthope.com/sites/default/files/HowtoBuildHistorialSkills(2).pdf AP Center, http://www.roadmaptolastbesthope.com/teacher/volumellenhanced/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>							
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<p>Roadmap has thousands of prescreened links and hundreds of lessons and activities from exemplary history teachers: Audio Podcasts all chapters see, http://www.roadmaptolastbesthope.com/volumel/teacher/chapter13/media http://www.roadmaptolastbesthope.com/volumelle/student/chapter9/media Key People You Should Know, http://www.roadmaptolastbesthope.com/volumelle/student/chapter9/key-people Premium: Read online, http://www.roadmaptolastbesthope.com/premium/volumellenhanced/read-online Audio Recordings, http://www.roadmaptolastbesthope.com/premium/volumellenhanced/audio-recordings Kindle and Sony, http://www.roadmaptolastbesthope.com/premium/volumellenhanced/book-reader 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>							
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<p>Roadmap has thousands of prescreened links to support text and hundreds of lessons from exemplary teachers. 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/premium/volumellenhanced/book-reader</p> <p>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>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/volumelle/student/chapter9/vocabulary</p> <p>Web Tutorials for Teachers, http://www.roadmaptolastbesthope.com/web-tutorials</p> <p>Audio Podcasts from Author, http://www.roadmaptolastbesthope.com/volumelle/student/chapter10/media</p> <p>Links to Key People You Should Know, http://www.roadmaptolastbesthope.com/volumelle/student/chapter10/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/volumellenhanced/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/student/volumellenhanced/quiz-center Multiple Choice all chapters PDF & Word, http://www.roadmaptolastbesthope.com/volumelle/teacher/chapter10/assessment Essays all chapters, http://www.roadmaptolastbesthope.com/volumelle/teacher/chapter10/assessment Higher Level MC all chapters PDF & Word, http://www.roadmaptolastbesthope.com/sites/default/files/VIECh10HigherLevel(1).pdf Matching Games all chapters, http://www.roadmaptolastbesthope.com/volumelle/student/chapter10/key-people Flash Cards all chapters, http://www.roadmaptolastbesthope.com/volumelle/student/chapter9/key-people AP Center, http://www.roadmaptolastbesthope.com/teacher/volumellenhanced/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/volumelle/teacher/chapter11/debates Plays, http://www.roadmaptolastbesthope.com/volumelle/teacher/chapter11/plays Questions from the Play, http://www.roadmaptolastbesthope.com/volumelle/teacher/chapter10/plays AP Center, http://www.roadmaptolastbesthope.com/teacher/volumellenhanced/development How to Write DBQ, http://www.roadmaptolastbesthope.com/volumelle/teacher/toolkit/document-essay Document Based Question, http://www.roadmaptolastbesthope.com/sites/default/files/4-6-10VolumelIDBQLaura.pdf Audio Podcasts from Author, http://www.roadmaptolastbesthope.com/volumelle/student/chapter11/media Premium: Simulations, http://www.roadmaptolastbesthope.com/premium/volumellenhanced/simulations More Debates, http://www.roadmaptolastbesthope.com/premium/volumellenhanced/debates More Plays, http://www.roadmaptolastbesthope.com/premium/volumellenhanced/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/volumelle/teacher/toolkit/mind-map Quiz Center, http://www.roadmaptolastbesthope.com/student/volumellenhanced/quiz-center Geography Resources, http://www.roadmaptolastbesthope.com/volumellenhanced/student/geography-resources Matching Games, http://www.roadmaptolastbesthope.com/volumelle/student/chapter8/key-people Flash Cards, http://www.roadmaptolastbesthope.com/volumelle/student/chapter7/key-people Study Tools, http://www.roadmaptolastbesthope.com/volumelle/teacher/toolkit/study-tools Chapter Overview for Students, http://www.roadmaptolastbesthope.com/sites/default/files/VIIChapter11OverviewHandoutforStudents(1).pdf Key Historical Points, http://www.roadmaptolastbesthope.com/volumelle/student/chapter11/key-points Timelines, http://www.roadmaptolastbesthope.com/volumelle/teacher/chapter11/timeline Skill/Projects, http://www.roadmaptolastbesthope.com/volumelle/teacher/chapter10/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/volumellenhanced/read-online Audio recordings, http://www.roadmaptolastbesthope.com/premium/volumellenhanced/audio-recordings Kindle and Sony, http://www.roadmaptolastbesthope.com/premium/volumellenhanced/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

Eleventh Grade: Twentieth / Twenty-First Centuries Studies

In the eleventh grade social studies course students examine the historical evolution and global interaction of states, nations and nation-states from geographic, political and economic perspectives from 1900 through present day. Students engage in critical thinking and problem-solving skills, using maps, spreadsheets, charts, graphs, primary source documents and text and other data from a variety of credible sources to synthesize historical information, predict events and anticipate outcomes. Students recognize the economic interdependency of the United States with other countries of the world. Students examine the factors that influence changing political relationships between the United States and its world neighbors. The impact of world events on the individual citizen and the reciprocal impact of an individual citizen's actions on world events will be emphasized. 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 and 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.

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: VIIE provides numerous examples of citizens working together cooperatively and peacefully; examples include women’s suffrage (pages 36, 149) and civil rights (400, 414, 451 – 452, 459, 462, and 472).											
Text: VIIE gives historic examples of the influence of citizen action; a good example of this is the Vietnam protest movement (Chapter 11, Section X “Vietnam”, pages 474 – 483).											
Text: All chapters stress pride, patriotism, and responsibility among citizens, see entering the war mobilization effort WWII (297 – 300). Premium: Read 1989 to 2009, Volume III, Online http://www.roadmaptolastbesthope.com/premium/beyond-volIII-read-volIII-online Heroism in 9/11 attacks (Ch 4, pp 4, 7-12).											
Premium: Read 1989 to 2009, Volume III, Online http://www.roadmaptolastbesthope.com/premium/beyond-volIII-read-volIII-online Multiple opportunities to develop positions; the detailed narrative format lends itself to constructing ideas and predictions. Examples include analysis of weapons of mass destruction (Ch 4, pp 40-46), religious conflict (Ch 3, pp 35-36), and domestic terrorism (Ch 2, pp 50-52).											

<p>Text: VIIE is filled with examples of historical political speeches (pages 310 – 311, 320 – 321, 346, 349 – 350, 364, 413, 452, 456, 471, and 485).</p> <p>Premium: Read 1989 to 2009, Volume III, Online http://www.roadmaptolastbesthope.com/premium/beyond-volIIE-read-volIII-online Many contemporary speeches (Ch 1, pp 20, 36; Ch 4, pp 21 – 23, 25, 29; Ch 5, p 8; Ch 6, p 20).</p>	<p>5. evaluate historical and contemporary political communication using such criteria as logical validity, factual accuracy and emotional appeal.</p>						
<p>Roadmap: See The Lowell Milken Center, http://www.roadmaptolastbesthope.com/volumel/student/web-links</p>	<p>6. participate in a project of volunteer service.</p>						
<p>Text: VIIE emphasizes political responsibilities, privileges, and rights through the fight for suffrage (143, 149, 472 – 473).</p> <p>Premium: Read 1989 to 2009, Volume III, Online http://www.roadmaptolastbesthope.com/premium/beyond-volIIE-read-volIII-online Importance of voting (Ch 3, pp 32-35).</p>	<p>7. research and explain the importance of the personal and political responsibilities, privileges and rights of citizens.</p>						
<p>Text: Chapter 11, Section IV “Freedom on the March” (pages 446 – 453) gives detail on civil disobedience; an example is King’s “Letter from a Birmingham Jail” (pages 448 – 449).</p>	<p>8. explain the concept of civil disobedience, provide examples and evaluate its use.</p>						

	B. Civics						
<p>Text: VIIE gives detail on most of the amendments and their impact; examples include the 17th (146), 18th (142, 158, and 166), women’s suffrage and the 19th Amendment (143, 149--150), 20th (191, 224), 21st (205), 22nd (397), 25th (351, 533, and 612), and 26th (432).</p>	1. explain the reasons for amendments ratified since 1900 and analyze their effects on American society.						
<p>Text: VIIE provides detailed analysis of each president’s domestic and foreign policy. Examples include Chapter 2, Section III “T.R. in the White House” (pages 57 – 64), Chapter 2, Section IX “Woodrow Wilson and the New Freedom” (pages 86 – 90), and the entirety of Chapter 12 “Nixon’s the One” (490 – 535).</p>	2. explain the role of the president in the formation of national and foreign policy.						
<p>Text: VIIE gives many examples of interactions between branches, including extensive examination of the Treaty of Versailles (133 - 135, 136 – 137), the Warren Court (412).</p> <p>Premium: Read 1989 to 2009, Volume III, Online http://www.roadmaptolastbesthope.com/premium/beyond-volIII-read-volIII-online 2000 contested election (Ch 3, pp 32-35).</p>	3. critique the interaction of the three branches of the federal government in an increasingly complex society.						

<p>Text: Every chapter in VIIE includes analysis of election cycles, special interests, and parties. Examples include Chapter 1, Section II “Rough Rider Politics” (pages 52 – 57), Section VIII “A Bull Moose on the Loose: The Election of 1912 (pages 82 – 86), Chapter 4, Section X “Happy Days are Here Again” (195 – 198).</p> <p>Premium: Read 1989 to 2009, Volume III, Online http://www.roadmaptolastbesthope.com/premium/beyond-volIII-read-volIII-online Special attention is paid to including popular and electoral college vote analysis (Ch 3, pp 32-35).</p>	<p>4. analyze the election process and the role of political parties and special interest groups.</p>						
<p>Text: Chapter 1, Section VII “A Cross of Gold” (pages 26 – 39) details the Populist movement, Chapter 2, Section VIII (pages 82 – 86) discusses Progressivism and the Mugwumps, 565, 567, 570) examines the Anderson campaign.</p>	<p>5. evaluate the formation, role and impact of third parties in the United States.</p>						
<p>Text: VIIE provides a thorough examination of historical conflicts; examples include Chapter 3 “America and the Great War” (93 – 147), Chapter 6 (detailing fascism and Nazism, 239 – 273), Chapters 7 and 8 detailing WWII from American and totalitarian perspectives, 274 – 359).</p> <p>Premium: Read 1989 to 2009, Volume III, Online http://www.roadmaptolastbesthope.com/premium/beyond-volIII-read-volIII-online Excellent detail on terrorism (9/11, Ch 4, p 7-21), Taliban (Ch 3, p 23 and Ch 5, p 12), Iraq and Saddam Hussein (Ch 4, pp 23-28).</p>	<p>6. examine historical and current conflicts and crises and compare resolutions within the framework of constitutional and totalitarian systems of government.</p>						

<p>Text: VIIE includes detail on landmark Supreme Court decisions and the power of judicial review; examples include <i>Plessy v. Ferguson</i> (58, 224), <i>Brown v. Board of Education</i> (412). Premium: Read 1989 to 2009, Volume III, Online http://www.roadmaptolastbesthope.com/premium/beyond-volIIE-read-volIII-online <i>Bush v. Gore</i> (Ch 3, p 34).</p>	<p>7. analyze judicial review and outline the procedure used to render decisions.</p>							
<p>Text: VIIE gives detail on the growth of national government in Chapter 2, Section IV “T.R. and the Square Deal” (64 – 77), Chapter 5 “FDR and the New Deal” (pages 203 – 238), JFK’s “New Frontier” (431), and LBJ’s Great Society programs (472). Premium: Read 1989 to 2009, Volume III, Online http://www.roadmaptolastbesthope.com/premium/beyond-volIIE-read-volIII-online VIII details conflicts in federalism with treatment of Hurricane Katrina (Ch 6, pp 8-13).</p>	<p>8. analyze the changing nature of federalism and the growth of national government.</p>							
<p>Text: VIIE details the purpose and creation of the United Nations (340, 343, 383 – 386, 391 – 392 . Premium: Read 1989 to 2009, Volume III, Online http://www.roadmaptolastbesthope.com/premium/beyond-volIIE-read-volIII-online VIII continues to discuss the role of the UN (Ch 4, pp 26-27, 28-29, 41-44). Non-governmental entities referenced on Ch 3, p 30.</p>	<p>9. critique the purposes and performance of international governmental and non-governmental organizations.</p>							

		C. Economics					
<p>Text: VIIE, Chapter 1 “An Age More Golden Than Gilded” examines industrialization (11 – 13); Section V “Winning the West” (18 – 23) discusses the impact on the natural environment. Chapter 10 (425 – 426) discusses impact of interstate system.</p>	<p>1. Evaluate the lifestyle changes brought on by industrialization, technology and transportation (e.g., debate industrialization vs. maintaining natural environment and the implications for tourism, mass production and mass consumption).</p>						
<p>Premium: Economic Key Points, http://www.roadmaptolastbesthope.com/sites/default/files/VIIIEconomicKeyPoints.pdf How to Incorporate Economics, http://www.roadmaptolastbesthope.com/sites/default/files/HowtoIncorporateEconomics(2).pdf Comparing countries, see Beyond Last Best Hope GW Bush Presidencies Other Resources, http://www.roadmaptolastbesthope.com/premium/beyond-vol11e-bush11</p>	<p>2. classify developed countries (MDC) and developing countries (LDC), evaluate their economies, and compare/contrast the provision of services made available to their citizens, (e.g., health care, education, military).</p>						
<p>Text: VIIE gives detail on the creation of the Federal Reserve (87) and its impact in the 1980s (579). Premium: Read 1989 to 2009, Volume III, Online http://www.roadmaptolastbesthope.com/premium/beyond-vol11E-read-vol111-online VIII provides detail on Greenspan’s impact (Ch 4, p 3).</p>	<p>3. explain monetary policy and its effect on society.</p>						
<p>Text: VIIE provides historic perspective on business cycle in Chapter 4, “The Boom and the Bust” (pages 148 – 202) with emphasis on differing ideas for recovery from the Great Depression (195, 204 – 213).</p>	<p>4. illustrate the business cycle and apply the information to explain how different political systems formulate economic policy.</p>						

<p>Premium: Read 1989 to 2009, Volume III, Online http://www.roadmaptolastbesthope.com/premium/beyond-volIII-read-volIII-online VIII gives detailed analysis on the causes and consequences of debt; examples include Clinton's balancing the federal budget (Ch2, pages 49-50), the effect of Bush's tax cuts (Ch 4, p 5), and the most recent recession (Ch 6, p 40).</p>	<p>5. analyze the causes and consequences of the United States' national debt and its effect on the world economic system.</p>							
<p>Premium: Economic Key Points, http://www.roadmaptolastbesthope.com/sites/default/files/VIIIEconomicKeyPoints.pdf How to Incorporate Economics, http://www.roadmaptolastbesthope.com/sites/default/files/HowtoIncorporateEconomics(2).pdf Comparing GDP per capita, see Beyond <i>Last Best Hope</i> GW Bush Presidency Other Resources, http://www.roadmaptolastbesthope.com/premium/beyond-volIII-bushII</p>	<p>6. correlate Gross Domestic Product and per capita income calculations of the United States to the economies of different nations.</p>							
<p>Text: VIIE provides a historic framework for capitalism in understanding supply/demand, investment/capital, and savings in Chapter 4, Section IX "Crash!" (186 – 195). Labor/management relations are analyzed with the Pullman Strike (34 – 35) as well as the national and international impact (26 – 33).</p>	<p>7. analyze how basic economic systems deal with supply/demand, investment/capital, savings, and labor/management relations and assess or measure their impact on national and international economic interdependence.</p>							
<p>Text: VIIE provides historic and contemporary perspectives on taxation, including tariff issues (27, 79, 190) and supply-side economics (576 – 577, 616). Premium: Read 1989 to 2009, Volume III, Online http://www.roadmaptolastbesthope.com/premium/beyond-volIII-read-volIII-online Income and estate taxes (Ch 4, p 5).</p>	<p>8. predict the outcomes of changes in all types of taxation (e.g., property, income, sales).</p>							

		D. Geography						
Text: VIIIE contains numerous examples of data, including maps (437), photographs (358, 526, 580 – 581), and numerical charts (297).	1. interpret and transform primary data and various forms of information into maps, graphs, charts, cartoons and timelines.							
Text: VIIIE contains many examples of geo-political events and history, including search for gold (19), Cuban Missile Crisis (442 – 444, map 437), outbreak of World War I (94 – 101) Premium: Read 1989 to 2009, Volume III, Online http://www.roadmaptolastbesthope.com/premium/beyond-volIII-read-volIII-online Terrorist attacks of 9/11 (Ch 4, pp 7-21).	2. analyze the significance of the physical and human geographic characteristics and location of places where events occurred in each period of study. (e.g., Why did an event occur where it did? Could the same event have occurred in another place or location?) and explain their analysis.							
Text: VIIIE correlates geography to change within the narrative framework of the CCC (page 208), TVA/rural electrification (page 236), and canal construction (53, 71 – 73). Roadmap: Geography Resources, see West Virginia, http://www.roadmaptolastbesthope.com/volumellenhanced/student/geography-resources	3. correlate the importance of geographic factors with social, political, economic and technological change (e.g., point out how West Virginia's geography has influenced laws that impact business, including tourism, as well as the quality of life in the state).							
Text: Detail regarding demographic changes and immigration in Chapter 1, Section IV "The Golden Door" (14 – 18) and urbanization in Section VI "A Social Gospel" (23 – 25).	4. identify United States settlement patterns after 1900 and draw conclusions about causes and effects.							
Text: Background on the early conservation movements and national parks in Chapter 1 (22 – 23); issues of technology are addressed regarding the atmospheric test ban (434).	5. analyze and assess the impact of human decision-making and technology on the environment.							

<p>Roadmap: Teacher and student summary, http://www.roadmaptolastbesthope.com/volumelle/teacher/chapter13/summary</p> <p>Premium: Read 1989 to 2009, Volume III, Online http://www.roadmaptolastbesthope.com/premium/beyond-volIII-read-volIII-online Discussion of Hurricane Katrina in Chapter 6, pp 7 – 10. Beyond <i>Last Best Hope</i> GW Bush Presidency see, Other Resources, Timeline, Critical Events, http://www.roadmaptolastbesthope.com/premium/beyond-volIII-bushII</p>	<p>6. assess the impact of anticipated annual climate change (e.g., monsoon, flooding).</p>							
<p>Premium: Read 1989 to 2009, Volume III, Online http://www.roadmaptolastbesthope.com/premium/beyond-volIII-read-volIII-online Chapter 6, Section II “The Storms Hit” (pp 7 – 10) provides detail on Hurricane Katrina. Beyond <i>Last Best Hope</i> GW Bush Presidency see, Other Resources, http://www.roadmaptolastbesthope.com/premium/beyond-volIII-bushII</p>	<p>7. assess the impact of unpredictable environmental changes (e.g., earthquakes, El Nino, drought, flooding).</p>							
<p>Text: VIIE examines the impact of natural resources such as gold (page 71) and the construction of canals (53, 71 – 73).</p>	<p>8. examine and assess the role that geographic factors/features play in-the development of political, economic and social conditions and/or climates</p>							
<p>Text: VIIE gives detail on Carter’s efforts to promote renewable resources (553 – 554). Premium: Read 1989 to 2009, Volume III, Online http://www.roadmaptolastbesthope.com/premium/beyond-volIII-read-volIII-online VIII details conflicts surrounding natural resources and Middle Eastern oil (Ch 4, pp 27-30, 40-46).</p>	<p>9. relate the importance, availability and accessibility of renewable and nonrenewable resources to international conflicts and cooperation since 1900 (e.g., discuss how United States dependence on Middle Eastern oil resulted in geopolitical consequences).</p>							
<p>Text: VIIE, Chapter 1, “From the New World” (39 – 41) explains American (often first generation) contributions to art and music.</p>	<p>10. explain how language, art, music and other cultural elements can facilitate global understanding.</p>							

	E. History							
<p>Text: VIIE gives excellent detail on the following developments and political responses: industrialization (1 – 3, 11 - 13), urbanization (23 – 25), immigration (14 – 18), education (105, 412 , 472), health care (23 – 25), epidemics (148, 603-604)</p> <p>Premium: Read 1989 to 2009, Volume III, Online http://www.roadmaptolastbesthope.com/premium/beyond-volIII-read-volIII-online Health care addressed extensively in Chapter 2, pp 6-46</p>	<p>1. analyze and explain the response of leaders of the United States and the world to the following developments:</p> <ul style="list-style-type: none"> • industrialization • urbanization • immigration • education • health care • epidemics/pandemic 							
<p>Text: VIIE provides detailed analysis on foreign policy, including entire chapters on World War I (Chapter 3 “America and the Great War”, 93 – 147) and World War II (Chapter 7 “Leading the Grand Alliance”, 274 – 311; Chapter 8 “America Victorious”, pages 312 – 359). Specific policies are assessed with the Open Door Policy (page 55), Lend-Lease (pages 261, 276, and 278), and Containment Policy (365, 394, 397, 417, and 475).</p>	<p>2. assess the impact of United States foreign policy on different world regions (e.g., Open Door Policy, Good Neighbor Policy, Lend-Lease).</p>							

<p>Text: VIII gives detail on immigration policies in Chapter 1, Section IV “The Golden Door” (pages 14 – 18) with specific mention of the Chinese Exclusion Act (pages 5, 17). Contributions are shown in Chapter 1, Section VIII “From the New World” (pages 39 –41) and in reference to Einstein (pages 242, 244 – 245).</p> <p>Premium: Read 1989 to 2009, Volume III, Online http://www.roadmaptolastbesthope.com/premium/beyond-volIII-read-volIII-online Current policies are discussed in VIII (Ch 6, pp 6, 18-20). 3 complete chapters on immigration experience, http://www.roadmaptolastbesthope.com/premium/beyond-volIII-china; http://www.roadmaptolastbesthope.com/premium/beyond-volIII-latino; http://www.roadmaptolastbesthope.com/premium/beyond-volIII-chavez</p>	<p>3. critique United States immigration policies and assess the contributions of immigrant groups and individuals.</p>							
<p>Text: Excellent coverage of the causes and consequences on World War I (Chapter 3, pages 93 – 147), the Great Depression (Chapter 4, pages 186 – 195), World War II (Chapters 7 and 8, pages 274 – 359), the Cold War (Chapter 9, pages 360 – 390), Korean Conflict (390 – 397), Vietnam (Chapter 11, 474 – 483).</p> <p>Premium: Read 1989 to 2009, Volume III, Online http://www.roadmaptolastbesthope.com/premium/beyond-volIII-read-volIII-online VIII analyzes Operation Desert Storm (Chapter 1, pp 38 – 43), Operation Enduring Freedom (Ch 4, pp 13-19), and Operation Iraqi Freedom (Chapter 4, pp 21-30, 40-48).</p>	<p>4. analyze and explain the political, social and economic causes and consequences of American involvement in these major conflicts and challenges of the 20th and 21st Century:</p> <ul style="list-style-type: none"> • World War I • Great Depression • World War II • Cold War • Korean Conflict • Vietnam • Operation Desert Storm/ Gulf War • Operation Enduring Freedom/Afghanistan military crisis • Operation Iraqi Freedom/War in Iraq 							

<p>Text: VIIE, Chapter 5 “FDR and the New Deal” (203 – 238) summarizes the major goals and impacts.</p>	<p>5. summarize the major goals and analyze the impact of the New Deal.</p>							
<p>Text: VIIE provides detailed analysis of economic, social, and political changes during the Cold War (Chapter 9, 360 – 390), including civil rights (pages 411 – 420), the counterculture (500 – 502), and feminism (512 – 514).</p>	<p>6. explain and assess the economic, social and political transformation of the United States since World War II.</p>							
<p>Text: VIIE analyzes foreign policy after WWII in detail, including Truman’s containment policy and the Cold War (Chapter 9, pages 360 – 390), McCarthyism (pages 405 – 411), competition with the USSR (pages 420 – 423), and the collapse of the Soviet Union (616 – 622).</p>	<p>7. analyze and explain United States and world foreign policy since World War II.</p>							
<p>Text: VIIE traces the rise of the world labor movement with its origins in the <i>Communist Manifesto</i> (29) to the creation of labor unions (28 – 32); leaders are profiled such as Debs and Gompers (pages 34 – 35), and legislation is detailed (224 –225).</p>	<p>8. trace the development of the world labor movement, describe its political, social and economic effects, and explain its effect on the U.S. labor movement and the demands for labor reform legislation</p>							
<p>Text: VIIE examines human rights concerns regarding the Holocaust (272, 286, 295, 324 – 325, 328–329, with photo on page 358), modern anti-Semitism (591), the establishment of the UNDHR (pages 383 – 386), Carter and human rights (555), and internment camps (292).</p>	<p>9. examine concerns, issues and conflicts categorized as universal human rights (e.g., Holocaust, diversity, tolerance, genocide).</p>							
<p>Text: VIIE gives excellent analysis on independence movements and their impacts, including Israel (Chapter 9, Section III “Ha Tikva – The Hope of Israel, 374 – 375), Vietnam (Chapter 11, pages 474 – 483), Communist Revolution in China (Chapter 9, 387 – 388), and the liberation of the Philippines (Chapter 8, 332 – 333).</p>	<p>10. compare and contrast worldwide de-colonization and independence movements in the twentieth century (e.g., Israel, India, Indo-China, third world countries), and explain how emerging nations influence world events.</p>							

<p>Text: VIIIE details civil rights efforts from the origin of the NAACP (page 156) and Philip Randolph (pages 293 – 294) to the work of MLK, Jr. (Chapter 10, Section III “Freedom Rising” (pages 411 – 415) and the Civil Rights Act (Chapter 11, Section VI “An Idea Whose Time Has Come”, pages 456 –459). Role of Andrei Sakharov (537)and Natan Anatoly Sharansky in Russia (537, 557), Lech Walesa (537, 571, 587) and Pope John Paul II in Poland (247, 537, 557, 580), and Vaclav Havel (537) in Czechoslovakia (537), Margaret Thatcher of England (537, 584, 600), Alexandr Solzhenitsyn (536-537, 541-543,556-557) in ending Cold War.</p> <p>Roadmap: Chapter 13 and 14 for Lech Walesa, Thatcher, Solzhenitsyn, Pope John Paul, see Summary, Timeline, Primary Sources, Key People http://www.roadmaptolastbesthope.com/volumellenhanced/chapter13; http://www.roadmaptolastbesthope.com/volumellenhanced/chapter14</p> <p>Premium: Read 1989 to 2009, Volume III, Online http://www.roadmaptolastbesthope.com/premium/beyond-volIII-read-volIII-online Role of Lech Walesa (Ch 1, pp 26, 29, 49) Alexandr Solzhenitsyn (Ch 1, p 49) For Nelson Mandela, Beyond <i>Last Best Hope</i> Clinton Presidency see, Summary, Key People, Critical Events http://www.roadmaptolastbesthope.com/premium/beyond-volIII-clinton</p>	<p>11. research, compare and contrast the progress of civil rights in the United States with civil rights in other regions of the world and conclude what the contributions were of significant civil rights leaders.</p>							
<p>Text: VIIIE provides detail on Communism, including its origins (29, 119, 125, 128), appeal to workers in the United States (pages 29 – 32), the Cold War (360 – 390, 405 – 411), the Cuban Missile Crisis (442 – 446), and the dissolution of the USSR (599 – 601, 607 – 609, 612 – 622).</p>	<p>12. research the origins and rise of Communism, connect its implications to the nuclear age and Cold War, and then describe its current status worldwide, including the breakup of the Soviet Union.</p>							

<p>Premium: Read 1989 to 2009, Volume III, Online http://www.roadmaptolastbesthope.com/premium/beyond-volIII-read-volIII-online VIII provides detailed examinations of regional conflicts, including Panama (Ch 1, “A Scourge Abroad – A Just Cause”, Ch 1, pp 32-34), the Middle East (Chapter 1, Section VI “Storms in the Desert”, Ch 1, pp 38-43), Africa (Ch 2, pp 38-39), Israel (Ch 1, pp 35, 41-43. Ch 2, pp 26, 29-30, 34-36, 54. Ch 3, pp 1, 10, 24, 36; international terrorism in Chapter 2, “A Bomb in the World Trade Center”, Ch 2, pp 28-33), and Taliban (Ch 3, pp 23-24. Ch 4, pp 8, 14-18, 25-26. Ch 5, p 12).</p>	<p>13. examine and analyze the causes and consequences of regional conflicts (e.g., Middle East, Latin America, Africa, Europe), assess their influence on the rise of terrorism/extremist groups, and anticipate the future effects of the conflicts and the extremist groups.</p>						
<p>Text: VIII gives detail on space program (421, 438, 489, 494 – 496, 523, 605 – 606). Premium: Read 1989 to 2009, Volume III, Online http://www.roadmaptolastbesthope.com/premium/beyond-volIII-read-volIII-online “The World Pivots on a Grain of Sand” (Ch 3, pp 16-21) provides the effects of technology from rise of computers to dot.com era. Computers, www.roadmaptolastbesthope.com/premium/images/beyond/Bush_I_Historic_Terms.pdf Computers, Premium Media http://www.roadmaptolastbesthope.com/premium/monthly-podcasts</p>	<p>14. describe the effect of technology and its impact in creating a global community (e.g., computers, space exploration, medicine).</p>						
<p>Text: VIII provides detail on racial stereotyping and acts of courage and conviction in Ch 4, “A Harlem Renaissance” (155 – 158); issues of conformity analyzed in Ch 9, “Red Stars in Hollywood” (371 – 374). Premium: Read 1989 to 2009, Volume III, Online http://www.roadmaptolastbesthope.com/premium/beyond-volIII-read-volIII-online VIII shows acts of altruism on part of Mother Theresa (Ch 3, pp 2-3).</p>	<p>15. compare and evaluate the impact of stereotyping, conformity, acts of altruism and other behaviors on individuals and groups.</p>						

<p>Text: VIII gives detail on the development and impact of the atomic bomb (pages 319, 350, 355 – 356), “Mutually Assured Destruction” (page 509), the arms race (pages 420 – 423), and the space program (421, 438, 489, 494 – 496, 523, 605 – 606). Premium: Read 1989 to 2009, Volume III, Online http://www.roadmaptolastbesthope.com/premium/beyond-volIII-read-volIII-online VIII, Section VI “The World Pivots on a Grain of Sand” (Ch 3, pp 16-21) provides effects of technology from the rise of computers to dot.com era.</p>	<p>16. evaluate the role of technology in communications, transportation, information processing, weapons development and other areas as it contributes to or helps resolve conflicts.</p>							
<p>Text: Many opportunities to evaluate, take, and defend positions based on the detailed analysis offered for major events in U.S. foreign policy; examples include Treaty of Versailles ending WWI (133 – 137), American imperialism and the Spanish-American War (43 – 52), and the Iranian Hostage Crisis (558 – 564).</p>	<p>17. evaluate, take and defend positions on foreign policy issues in light of American national interests, values and principles.</p>							
<p>Text: VIII provides detail on Nazism, Communism, and Fascism in Chapter 6, Section I “Man of the Year” (240 – 245) and Section II “America on the Road to War” (245 – 256). Origins of Communism are also examined (29, 117, 119, 125, and 128).</p>	<p>18. compare and contrast Fascism, Nazism and Communism.</p>							
<p>Text: Excellent analysis of the goals and actions of reformers; examples include Jane Addams (Chapter I, Section VI “A Social Gospel”, 23 – 25), progressive reforms of Teddy Roosevelt (Chapter 2, Section IV “T.R. and the Square Deal”, 64 – 77), and economic reforms such as anti-trust legislation (87, 105).</p>	<p>19. analyze the goals and actions of reformers and reform movements (e.g., social, economic, political).</p>							

<p>Text: VIIE provides numerous opportunities for debate and discussion by providing multiple perspectives; a good example of this is concerning Western Expansion (Chapter 1, Section V “Winning the West”, pages 18 – 23) which provides primary (22) and secondary (20) sources to show the causes, costs, and benefits of manifest destiny.</p> <p>Roadmap: Every chapter of Roadmap and Premium have debates such as http://www.roadmaptolastbesthope.com/volumelle/teacher/chatper12/debates</p> <p>Every Roadmap chapter provides sample essay questions such as http://www.roadmaptolastbesthope.com/images/volume2enhanced/chapter13/Chapter13_Essays.pdf</p>	<p>20. develop skills in discussion, debate and persuasive writing by evaluating different assessments of the causes, costs and benefits of major events in the twentieth century.</p>							
<p>Text: Many primary sources and factual data in order to interpret and analyze history; examples include economic data (182), table of mobilization during WWII (297), presidential portraits and photographs (66 – 67, 116 – 117, 184 – 185, 264 – 265, 318 – 319, 358 – 359), maps (437), songs (104, 111), poetry (16).</p> <p>Roadmap: Maps, images, timelines and primary sources all chapters, see Maps, http://www.roadmaptolastbesthope.com/volumelle/student/chapter9/images-maps Images, http://www.roadmaptolastbesthope.com/volumelle/student/chapter13/images-maps Timelines, http://www.roadmaptolastbesthope.com/volumelle/teacher/chapter12/timeline Primary Sources, http://www.roadmaptolastbesthope.com/volumelle/student/chapter12/sources</p>	<p>21. interpret facts about contemporary America from various charts, graphs, maps, pictures, models, timelines and other primary sources.</p>							

	F. Reading							
<p>Text: Each chapter contains an italicized introduction intended to set the stage and provide background knowledge (1, 42, 93, 148, 203, 239, 274, 312, 360, 400, 427, 490, 536, 572). Attention is given to providing narrative explanations of vocabulary terms and difficult concepts; this is illustrated in understanding terms such as “containment” (365, 394, 397, 417, 475) or “détente” (444, 497, 509, 534).</p> <p>Roadmap: Vocabulary assistance all chapters, see, http://www.roadmaptolastbesthope.com/vol/umelle/student/chapter14/vocabulary; http://www.roadmaptolastbesthope.com/vol/umelle/teacher/toolkit/incorporate-vocab</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: Every chapter begins with narrative overview, samples from Chapters 1-4 (1, 42, 93, 148)</p> <p>Roadmap: Introductory overview Audio podcasts every chapter, see, http://www.roadmaptolastbesthope.com/volumelle/student/chapter14/media</p> <p>Chapter Summaries every chapter, see, http://www.roadmaptolastbesthope.com/volumelle/student/chapter14/summary</p> <p>Chapter Overview Handouts every chapter, see, http://www.roadmaptolastbesthope.com/sites/default/files/VIIIEChapter14OverviewHandoutforStudents(1).pdf</p> <p>Key Historical Points all chapters, see, http://www.roadmaptolastbesthope.com/volumelle/student/chapter14/key-points</p> <p>Chronological timelines all chapters, see, http://www.roadmaptolastbesthope.com/volumelle/student/chapter14/timeline</p> <p>Premium: Read 1989 to 2009, Volume III, Online http://www.roadmaptolastbesthope.com/premium/beyond-vollIE-read-vollIII-online</p> <p>VIII all organized chronologically, and each chapter provides main idea and set of sections that support topic with names, dates, events. For example, Chapter 2 “Rise of the Boomer” details Clinton Administration with Section I “It’s the Economy, Stupid: The Election of 1992 (Ch 2, pp 1-20), Section III “Trouble in Texas” (Ch 2, pp 26-28), Section IX “Los Angeles” (Ch 2, pp 47-48). Each section provides relevant names, dates, events.</p>	<p>2. recognize main ideas and supporting details to locate basic facts (e.g., names, dates, events).</p>							
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<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 2 “The American Dynamo –Shadowed by War” (pages 42 -- 92) which provides detail on Theodore Roosevelt’s progressive ideas (Section IV “TR and the Square Deal”, 64 – 77), events such as the Spanish-American War and imperialism (Section I “A Splendid Little War”, 43 – 52), and foreign policy ideas and events (Section V “Wielding the Big Stick”, 70 – 77).</p>	<p>3. distinguish relationships among people, ideas, and events.</p>							
<p>Text: All 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 8 – 13, 52 – 57, 77 – 79, 82 – 86, 195 – 198, 219 – 223, 401 – 404, 428 – 432, 459 – 468, and 487 – 489).</p>	<p>4. recognize cause-effect relationships in content passages.</p>							
<p>Premium: Read 1989 to 2009, Volume III, Online http://www.roadmaptolastbesthope.com/premium/beyond-volIII-read-volIII-online VIII provides detailed chronology and dates in easy to understand sequences. A good example of this is in VIII, Chapter 2 “Bush and the Age of Terror” (Ch 4, pp 1-48) which outlines the sequence from the start of Bush’s Administration in Section I “Bush Begins” (Ch 4, pp 1-7) to the 9/11 attacks in Section II “Let’s Roll” (Ch 4, 7-21) and the subsequent military engagements (Section III “The Next Phase”, Ch 4, pp 21-30).</p>	<p>5. outline sequences of events.</p>							

<p>Text: All of the chapters include summations of events and ideas within the narrative framework. Students can infer the main ideas from easy to understand chapter and section headings, such as Chapter 12 “Nixon’s the One” (pages 490 – 535), Section IV “Nixon to China” (pages 507 – 514), and Section VII “Watergate Spills Over” (pages 530 – 535). The 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: Each chapter provides substantial detail about historic figures and events; students can draw generalizations and conclusions through the use of primary sources throughout the text (a few examples are on pages 15, 23 – 24, 31, 36, 47, 59, 63, 134, 156, 175, 190, 220, 262, 251, 317, 324, 338, 346, 388, 452, 471, 485, 547, 578, 593, and 620).</p>	<p>7. draw generalizations and conclusions about people and events.</p>						
<p>Roadmap: Essays all chapters, see http://www.roadmaptolastbesthope.com/images/volume2enhanced/chapter12/Chapter12_Essays.pdf Skill/Projects, http://www.roadmaptolastbesthope.com/volume/teacher/chapter12/lesson-plan DBQ, http://www.roadmaptolastbesthope.com/sites/default/files/4-6-10VolumeIIDBQLaura.pdf http://www.roadmaptolastbesthope.com/volume/teacher/toolkit/document-essay Write Historic Essays, http://www.roadmaptolastbesthope.com/volume/teacher/toolkit/history-essay Create Lessons, http://www.roadmaptolastbesthope.com/volume/teacher/toolkit/history-essay</p>	<p>8. write and edit organized texts of various genres to insure that information is clearly understood.</p>						