

**Textbook Alignment to the Utah United States History 1 Core Curriculum  
Rubric for “Recommended Primary” Materials**

<b>Title</b> _____ <b>ISBN#</b> _____			
<b>Publisher:</b> _____			
<b>Name of Person(s) conducting alignment and evaluation:</b> _____			
<b>Overall percentage of coverage of the Utah State Core Curriculum:</b> _____%			
<b>Standard I: Students will interpret the role of geography in shaping United States history.</b>			
<b>Percentage of coverage for Standard I:</b> %			
Objectives	Indicators	If covered, appropriate page #'s	Comments on coverage
<b>Objective 1.1: Determine how geography affected the development of the United States.</b>	a. Identify the five themes of geography; i.e., location, place, human-environmental interaction, movement, and region.		
	b. Apply the five themes of geography as they relate to the development of the United States.		
<b>Objective 1.2: Utilize geographic skills as they relate to the study of the</b>	a. Locate the major physical features, including the plains, major rivers, bodies		

<b>United States.</b>	of water, mountain ranges, and continents.		
	b. Locate the major political features, including countries, regions, and states.		
	c. Apply map and globe skills to the study of United States history; e.g., direction, legend, scale, grid coordinates.		

**Standard II: Students will investigate the relationship between events of different time periods.**

**Percentage of coverage for Standard II: %**

<b>Objectives</b>	<b>Indicators</b>	<b>If covered, appropriate page #'s</b>	<b>Comments on coverage</b>
<b>Objective 2.1: Develop an awareness of current events.</b>	a. Use print and broadcast media to acquire an awareness of current events.		
	b. Recognize the difference between fact and opinion, and discern bias in the media.		
<b>Objective 2.2: Analyze how contemporary concerns and events affect and are affected by history.</b>	a. Apply knowledge of historical events to recent major events.		
	b. Utilize contemporary news to discuss past events.		

**Standard III: Students will understand the changes caused by European exploration in the Americas.**

**Percentage of coverage for Standard III: %**

<b>Objectives</b>	<b>Indicators</b>	<b>If covered, appropriate page #'s</b>	<b>Comments on coverage</b>

<b>Objective 3.1: Explore life among the various American Indian nations prior to European exploration of the New World.</b>	a. Identify the major regional American Indian nations of North America.		
	b. Examine the cultures of American Indian nations; e.g., languages, beliefs, traditions, and lifestyles.		
<b>Objective 3.2: Analyze the reasons for European exploration.</b>	a. Explain the economic reasons behind exploration; e.g., trade routes, discoveries of fine goods in the East, search for raw materials.		
	b. Examine the political reasons behind exploration; e.g., empire building, European rivalries.		
	c. Investigate the social reasons behind exploration; e.g., spreading ideas and beliefs, seeking religious freedoms.		
	d. Identify key individuals who contributed to European exploration; e.g. Columbus, Cartier, Cabot, Hudson.		
<b>Objective 3.3: Assess the impact of European exploration on African slaves and American Indian nations.</b>	a. Examine the reasons for slavery in the New World; e.g., cotton, sugar, tobacco.		
	b. Trace the beginnings of the slave trade in the Americas.		
	c. Investigate the transportation of African		

	slaves to the Americas; i.e., triangular trade routes, the Middle Passage.		
	d. Explore the impact of the Europeans and the resulting destruction of American Indian cultures; e.g., the Spanish Conquistadors, disease brought by Europeans, European settlement.		
<b>Standard IV: Students will analyze European colonization and settlement of North America.</b>			
<b>Percentage of coverage for Standard IV: %</b>			
<b>Objectives</b>	<b>Indicators</b>	<b>If covered, appropriate page #'s</b>	<b>Comments on coverage</b>
<b>Objective 4.1: Explain where and why European countries colonized North America; e.g., the Netherlands, England, France, Spain.</b>	a. Identify motives for exploration; e.g., religion, expansion, trade, wealth.		
	b. Locate the geographical regions of European settlement.		
	c. Investigate the contributions and influences of the major European powers.		
<b>Objective 4.2: Assess the reasons for settlement of the English colonies.</b>	a. Compare the reasons for settlement in the New England, Middle, and Southern colonies.		
	b. Explain the contributions of key individuals in the settling of the English colonies; e.g., John Smith,		

	Lord Baltimore, William Bradford.		
	c. Identify key groups involved in the settlement of the English colonies; e.g., Virginia Company, Pilgrims, Puritans, Quakers.		
	d. Determine the reasons for conflict between the European powers in North America.		
	e. Examine the causes and outcomes of the French and Indian War.		
<b>Objective 4.3: Examine the economic, political, and social patterns in the development of the 13 English colonies.</b>	a. Contrast the economies of the three major colonial regions: New England, Middle, and Southern.		
	b. Assess the impact of geography on the economies of the three major regions.		
	c. Explain the development of self-government in the colonies.		
	d. Investigate the lifestyles and cultures of the New England, Middle, and Southern colonies; e.g., education, slavery, religion.		
<b>Standard V: Students will understand the significance of the American Revolution in the development of the United States.</b>			
<b>Percentage of coverage for Standard V:   %</b>			
<b>Objectives</b>	<b>Indicators</b>	<b>If covered, appropriate page #'s</b>	<b>Comments on coverage</b>

<b>Objective 5.1: Analyze what ideas and events led to the Revolutionary movement.</b>	a. Explore the events leading to the outbreak of armed conflict between the American colonies and Great Britain.		
	b. Analyze the origin of the ideas behind the Revolutionary movement and the movement toward independence; e.g., social contract, natural rights, English traditions.		
	c. Explain the major ideas expressed in the Declaration of Independence.		
<b>Objective 5.2: Assess the factors affecting the course of the war and contributing to American victory.</b>	a. Examine how the Revolutionary War affected the colonists.		
	b. Explain the events that brought European aid to the American cause.		
	c. Examine the advantages and disadvantages of the Continental Army against British resources.		
<b>Objective 5.3: Evaluate the contributions of key people and groups to the Revolution.</b>	a. Identify the contributions of colonial leaders; e.g., George Washington, Thomas Paine, Alexander Hamilton, Sam Adams, John Adams.		
	b. Analyze the role various political groups played in the Revolutionary		

	movement; e.g., Sons and Daughters of Liberty, Committees of Correspondence, 1st and 2nd Continental Congress.		
	c. Examine the contributions of various social groups to the Revolutionary movement; e.g., women, free and enslaved blacks, American Indians.		
<b>Objective 5.4: Examine the effects of the Revolution on the United States.</b>	a. Analyze the terms of the Treaty of Paris of 1783.		
	b. Determine the weaknesses of the Articles of Confederation.		
	c. Investigate the problems that faced the emerging nation; e.g., debt, lack of unified central government, international relations.		
	d. Explain the effect the Revolution had on people; e.g., Native American Indians, slaves, European immigrants.		
<b>Standard VI: Students will understand the structure and function of the United States government established by the Constitution.</b>			
<b>Percentage of coverage for Standard VI:    %</b>			
<b>Objectives</b>	<b>Indicators</b>	<b>If covered, appropriate page #'s</b>	<b>Comments on coverage</b>
<b>Objective 6.1: Assess the</b>	a. Analyze the factors		

<b>foundations and principles that led to the development of the Constitution.</b>	involved in convening the Constitutional Convention.		
	b. Investigate the ideas and documents that became the foundation for the United States Constitution; e.g., Magna Carta, Iroquois Confederation, European philosophers.		
<b>Objective 6.2: Analyze the compromises that led to the ratification of the Constitution.</b>	a. Compare the Federalist and Anti-Federalist ratification debates.		
	b. Examine the Constitution ratification compromises; i.e., 3/5 Compromise, Great Compromise, Bill of Rights.		
<b>Objective 6.3: Examine the basic structure of the Constitution.</b>	a. Identify the major elements of the United States Constitution.		
	b. Explain the purpose of the Constitution as outlined in the preamble.		
	c. Explore the role and functions of the three branches of government.		
	d. Examine the Constitutional principles of separation of powers and checks and balances.		
	e. Determine the role of the Constitution as a living document.		
<b>Objective 6.4: Analyze the rights, liberties, and responsibilities of</b>	a. Identify the responsibilities of citizenship to secure		

<b>citizens.</b>	liberties; e.g., vote, perform jury duty, obey laws.		
	b. Examine the Bill of Rights and its specific guarantees.		
<b>Standard VII: Students will explore the territorial growth of the United States before the Civil War.</b>			
<b>Percentage of coverage for Standard VII: %</b>			
<b>Objectives</b>	<b>Indicators</b>	<b>If covered, appropriate page #'s</b>	<b>Comments on coverage</b>
<b>Objective 7.1: Describe the ideas and events that motivated the expansion of the United States.</b>	a. Explain Manifest Destiny and its role in American expansion; e.g., land acquisition, economy, immigration.		
	b. Examine the background and consequences of the Louisiana Purchase.		
	c. Investigate the role of explorers in the expansion of the United States; e.g., Lewis and Clark, Pike, Fremont.		
	d. Examine the groups of people that came west; e.g., mountain men, Mormon pioneers, California 49ers, Asian and Irish immigrants.		
<b>Objective 7.2: Examine the conflicts that arose during the American expansion.</b>	a. Investigate the causes and results of the War of 1812.		
	b. Analyze government policies toward and treaties with American Indian nations; e.g., relocation,		

	removal, assimilation, and sovereignty.		
	c. Investigate the impact of the Mexican War on the land and people of the American Southwest; e.g., Mexican Cession, Texas, Gadsden Purchase.		
<b>Objective 7.3: Analyze how new inventions and transportation methods stimulated western expansion.</b>	a. Research the impact of inventions on expansion; e.g., farming, industry, communication.		
	b. Examine developments in transportation; e.g., expansion of roads and trails, steamboats, railroads.		
<b>Objective 7.4: Assess the impact of the Industrial Revolution on the United States.</b>	a. Examine the development of the factory system.		
	b. Analyze the role of factories on the growth of northern cities.		
	c. Determine how the Industrial Revolution affected the North, South, and West differently.		
	d. Investigate the changes in working conditions caused by the Industrial Revolution.		
<b>Standard VIII: Students will examine the expansion of the political system and social rights before the Civil War.</b>			
<b>Percentage of coverage for Standard VII:   %</b>			
<b>Objectives</b>	<b>Indicators</b>	<b>If covered, appropriate page #'s</b>	<b>Comments on coverage</b>

<b>Objective 8.1: Investigate the development of the American political party system.</b>	a. Examine the differences between the Federalists and the Democratic-Republicans.		
	b. Trace the development of new political parties throughout the 18th and 19th centuries; e.g., Whigs, Jacksonian Democrats, Republicans.		
	c. Determine the role of third parties as an agent of reform.		
	d. Investigate the role of political parties in the electoral process.		
<b>Objective 8.2: Analyze the evolution of democracy and the extension of democratic principles.</b>	a. Examine how the Supreme Court strengthened the national government.		
	b. Analyze how states' rights issues led to growing sectionalism.		
	c. Investigate the relationship between national and state governments in expanding democracy.		
	d. Appraise how the political process changed to involve more people.		
<b>Objective 8.3: Analyze the impact of social reforms on Americans during the 19th century.</b>	a. Examine the abolitionist movement; e.g., Sojourner Truth, William Lloyd Garrison, Frederick Douglas, the Grimke sisters.		

	b. Investigate the impact of reform in education, religion, prisons, and the treatment of the mentally ill during this period.		
	c. Examine the extension of women’s political and legal rights.		
<b>Standard IX: Students will understand the significance of the Civil War Era to the United States.</b>			
<b>Percentage of coverage for Standard VII: %</b>			
<b>Objectives</b>	<b>Indicators</b>	<b>If covered, appropriate page #'s</b>	<b>Comments on coverage</b>
<b>Objective 9.1: Analyze differences and events that led to the Civil War.</b>	a. Describe the cultural differences between the North and the South.		
	b. Examine the sectional economic differences of the United States; e.g., slavery, industry, agriculture, geography.		
	c. Analyze how states’ rights led to conflict between the North and the South.		
	d. Trace the failure of compromise to ease sectional differences; e.g., Missouri Compromise, Compromise of 1850, Kansas-Nebraska Act.		
	e. Investigate how the abolitionist movement increased sectional tensions		

	between the Northern and Southern states; e.g., John Brown's raid, Dred Scott decision, <i>Uncle Tom's Cabin</i> , the Fugitive Slave Law.		
	f. Assess how the election of 1860 led to secession.		
<b>Objective 9.2: Determine the factors that affected the course of the war and contributed to Union victory.</b>	a. Compare the advantages and disadvantages of the Union and the Confederacy.		
	b. Analyze the impact of the Emancipation Proclamation on the United States and the Confederacy.		
	c. Identify the contributions of key individuals in the Civil War; e.g., Lincoln, Davis, Lee, Grant.		
	d. Investigate how the Civil War affected all people in the United States land area.		
<b>Objective 9.3: Evaluate the Reconstruction period and how it affected the United States following the Civil War.</b>	a. Explain the purpose of Reconstruction.		
	b. Analyze the social impact of Reconstruction; e.g., abolition of slavery, integration of races, fall of Southern society, education.		
	c. Determine the economic changes in the country caused by Reconstruction.		
	d. Explain the political changes brought about by the Reconstruction Era; e.g.,		

	13th, 14th, and 15th Amendments, voting regulations, military districts.		
<b>Standard X: Students will understand the development of the American West following the Civil War.</b>			
<b>Percentage of coverage for Standard VII: %</b>			
<b>Objective 10.1: Analyze the factors that brought people west.</b>	a. Examine why people came to the West; e.g., farmers, ranchers, miners, American Indian nations, immigrants, adventurers.		
	b. Investigate the impact of mining and ranching on the land and people.		
	c. Assess the impact of the railroad on western development.		
<b>Objective 10.2: Analyze the settlement of the American West.</b>	a. Examine the changes of the landscape due to settlement patterns.		
	b. Investigate the development of cities in the West.		
	c. Assess the impact western settlement patterns had on the Native American Indians.		
<b>Objective 10.3: Investigate the conflict among various groups involved in the settlement of the West.</b>	a. Determine the reasons and groups involved in conflict during the settlement of the West; e.g., ranchers, miners, farmers, American Indian nations, immigrants.		

	b. Examine the consequences of conflict in the settlement of the West.		
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### General Rubric

Review Category	High Quality - 3	2	1	0	NA	Comments
<b>Curriculum Content Coverage</b>						
Content matches the standards and objectives of the Utah Core Curriculum.	80% of the Utah Core and objectives are covered. Objectives are clearly stated with measurable outcomes.	70% of the Utah Core and objectives are covered. Objectives are clearly stated with measurable outcomes.	50% of the Utah Core and objectives are covered.	<b>Less than 50%</b> of the Utah Core and objectives are covered		
Content is delivered in an appropriate sequence.	80% of the program content is covered in an appropriate sequence matching the Utah Core.	70% of the program content is covered in an appropriate sequence matching the Utah Core.	50% of the program content is covered in an appropriate sequence matching the Utah Core.	Less than 50% of the program content is covered in an appropriate sequence matching the Utah Core.		
Content is covered with appropriate depth.	The program provides 80% or more of the necessary depth needed for appropriate instruction.	The program provides 70% or less of the necessary depth needed for appropriate instruction.	The program provides 50% or less of the necessary depth needed for appropriate instruction.	The program lacks the necessary depth needed for appropriate instruction.		
Content endorses sound research-based practices.	The program utilizes 80% or more of current research-based practices.	The program utilizes 70% or less of current research-based practices.	The program utilizes 50% or less of current research-based practices.	The program does not utilize current research-based practices.		
Content is presented	Materials reflect	Materials have	Materials show many	Materials have		

accurately and in an age-appropriate manner.	current content knowledge without content bias. Materials utilize cross-curricular references and experiences. Materials are age appropriate.	some content inaccuracies, but do not show content bias. Materials utilize some cross-curricular references. Materials are 70% age appropriate	content inaccuracies and some content bias. Materials have very limited cross curricular references. Materials are approximately 50% age appropriate.	major content inaccuracies. Materials have no cross curricular references. Materials are not age appropriate.		
Content is engaging to the student.	80% or more of the materials and activities are interesting and engaging to the student promoting purposeful learning.	Less than 80% of the materials and activities are interesting and engaging to the student promoting purposeful learning.	50% or less of the materials and activities are interesting and engaging to the student promoting purposeful learning.	Very little, if any, of the materials and activities are interesting and engaging to the student promoting purposeful learning.		
Content is differentiated to meet different abilities and needs.	There are appropriate accommodations for various developmental levels acknowledging prerequisite skills and knowledge.	70% of the program provides appropriate accommodations for various developmental levels acknowledging prerequisite skills and knowledge.	50% of the program provides appropriate accommodations for various developmental levels acknowledging prerequisite skills and knowledge.	There are few or no appropriate accommodations for various developmental levels with little acknowledgment of needed prerequisite skills and knowledge.		
<b>Review Category</b> <b>Physical Qualities</b>	High Quality - 3	2	1	0	NA	Comments
Student materials provide appropriate print, illustrations and text features.	Student materials provide appropriate use of font, illustrations and text features, (e.g., illustrations, graphs, tables).	70% of the student material provides appropriate use of font, illustrations and text features, (e.g., illustrations, graphs, tables).	50% of the student material provides appropriate use of font, illustrations and text features, (e.g., illustrations, graphs, tables).	The student materials lack appropriate use of font, illustrations, and text features, (e.g., illustrations, graphs, tables).		
Student materials	Student materials	Student materials	Student materials	Student materials		

provide table of contents, glossary, index, and etc.	provide necessary table of contents, indices, glossaries, and other references to assist and guide students, parents, and teachers.	provide some table of contents, indices, glossaries, and other references to assist and guide students, parents, and teachers.	provide a limited amount of table of contents, indices, glossaries, and other references to assist and guide students, parents, and teachers.	provide very little, if any, table of contents, indices, glossaries, and other references to assist and guide students, parents, and teachers.		
Student materials are durable.	Student materials are securely bound and reinforced.	Student materials are adequately hardbound.	Student materials have secure bindings.	Student materials have inferior bindings.		
Teacher materials are easy to use.	Teacher materials are well organized with easy to read font and good correlation with student materials.	Teacher materials are organized with easy to read font, and follow correlation with student materials.	Teacher materials are somewhat organized with hard to read font and layout. Materials provide difficult to follow correlation with student materials.	Materials are disorganized with hard to read font for teachers. Layout provides little or no correlation to student materials.		
Teacher material is durable.	Teacher materials are securely bound and reinforced while staying open and flat for teaching.	Teacher materials are adequately hardbound while staying open and flat for teaching	Teacher materials have secure bindings but do not open and lay flat to facilitate teaching.	Teacher materials have inferior bindings but do lay flat to facilitate teaching.		
<b>Review Category Technology Qualities</b>	High Quality - 3	2	1	0	NA	Comments
Technology provided is user friendly.	Program provides menus that are easy to read and follow. Program is user-friendly to install and requires a minimal level of computer expertise. Manuals and directions are	Program provides menus that are generally easy to read and follow. Installation requires little computer expertise. Manuals and directions are simple to	Program menus are easy to read. Manuals might have to be read in detail to understand operation of technology, (e.g., laser remote, software). Installation might require some	Menus are not descriptive and hard to follow. Installation requires expertise. No manuals or written instructional materials are provided.		

	understandable.	understand.	knowledge or expertise. Manuals are included.			
Technology provided enhances the learning experience.	Technology provided is appropriate giving additional support for student learning.	Technology provided is appropriate giving some additional support for student learning.	Limited technology is provided giving little support for student learning.	No technology is provided.		
Technology has quality audio/visual attributes.	Program provides high quality audio and visual effects.	Program provides good audio and visual effects.	Program audio and visual effects are of poor quality.	No technology is available.		
<b>Review Category Ancillary Materials</b>	High Quality - 3	2	1	0	NA	Comments
Student ancillary materials provide appropriate supplemental instruction.	Program provides high quality student ancillary materials that enhance and supplement the delivery of instruction.	Program provides adequate student ancillary materials to enhance and supplement the delivery of instruction.	Program provides some student ancillary materials that are of limited value to supplement and enhance the delivery of instruction.	The program provides no student ancillary materials or student ancillary materials are of such poor quality and have little correlation to learning objectives that they are of no value.		
Student ancillary materials are easy to access and utilize.	Student ancillary materials are easy to access, are durable and easy to utilize.	Student ancillary materials are easy to access, are somewhat durable requiring some modification to utilize.	Student ancillary materials are difficult to access and require modification to utilize.	Student ancillary materials are of such poor quality or difficult to prepare or access that they are of little or no value.		
Parent ancillary materials are appropriate and support desired	Parent ancillary materials are appropriate	Parent ancillary materials are appropriate	Parent ancillary materials are not always appropriate	There are no parent ancillary materials available.		

student learning	providing good support for desired student learning through home activities, homework, and practice opportunities.	providing adequate support for desired student learning through a variety of opportunities and activities.	nor do they provide adequate support through a variety of opportunities for student learning.			
<b>Review Category Assessment Materials</b>	High Quality - 3	2	1	0	NA	Comments
A variety of assessment options are provided.	Program provides multiple assessment measures to monitor individual student progress at regular intervals.	Program provides some assessment measures to monitor individual student progress at regular intervals.	Program provides limited assessment measures to monitor individual student progress at regular intervals.	Program provides no assessment measures or measures are of such poor quality or correlation to student learning to be of any value.		
Assessment tools are appropriate to inform instruction and are aligned with the program, the Utah Core curriculum, and U-PASS.	Assessment tools are appropriate to inform the major areas of instruction and are aligned with the program and the Utah Core curriculum and U-PASS.	Assessment tools are appropriate to inform some areas of the instructional program and are adequately aligned with the program and the Utah Core curriculum and U-PASS.	Assessment tools are appropriate to inform limited areas of the instructional program and are poorly aligned with the program and the Utah Core curriculum and U-PASS.	Assessment tools are not appropriate to inform areas of the instructional program and are not aligned with the program and the Utah Core curriculum and U-PASS.		

Assessment tools are easily accessible and utilized.	Assessment tools are easily accessible with a limited amount of training or expertise.	Assessment tools are accessible with some amount of training or expertise needed.	Assessment tools are difficult to access and require extensive training.	Assessment tools are not accessible.		
<b>Category Universal Access</b>	High Quality - 3	2	1	0	NA	Comments

Program content accurately reflects diverse populations.	Program provides ways to adapt curriculum for all students, (e.g., special learning needs, learning disabilities, ELL, and advanced learners).	Program provides some ways to adapt curriculum to meet special learning needs of students.	Program provides limited strategies to assist special learning needs of students.	Program provides no strategies to assist special learning needs of students.		
Program contents provides for the development of healthy attitudes and values.	Program accurately portrays and promotes understanding of cultural, racial, religious and diversity in society.	Program accurately portrays and promotes some understanding of cultural, racial, religious and diversity in society.	Program accurately portrays and promotes a limited understanding of cultural, racial, religious and diversity in society.	Program does not accurately portray or promote an understanding of cultural, racial, religious and diversity in society.		

**I have reviewed the above program and recommend the following use: (Choose one category only.)**

- (1) Instructional materials are in alignment with content philosophy and instructional strategies of the Utah Core. Materials provide comprehensive coverage of course content and support U-PASS. Materials may be used for **primary course instruction**.
- (2) Instructional materials provide limited alignment with the Utah Core or U-PASS or have a narrow or restricted scope and sequence. Use of these materials must be supplemented with necessary missing program elements for effective instruction. Materials may be used on a **limited basis with accompanying plan** for use with additional appropriate materials to assure coverage of core requirements.
  - Materials could be used to support primary course instruction - **Tier I** of the **Utah Model for Instruction and Intervention**.
  - Materials could be used to support intervention instruction - **Tier II** of the **Utah Model for Instruction and Intervention**.
  - Materials could be used to support intervention instruction - **Tier III** of the **Utah Model for instruction and Intervention**.
- (3) Materials are not for student instructional use, but may only be used only as **teacher resource material**.
- (4) Materials are aligned to the core, developmentally appropriate, may contain valuable content information, but are not intended to be used as the source for primary instruction, but **only as student resource material**.  
 Materials have been reviewed, but **not adopted** because of lack of alignment, inaccurate content, misleading connotations, undesirable presentation, or are in conflict with existing law and rules, or otherwise unsuitable for use by students. **School districts are strongly cautioned against using these materials.**  
 Materials were included in the publisher bid, but **not sampled** to the USOE or Textbook commission.
- Materials were not reviewed**, but may be purchased in accordance with the law and Rule **277-469-6**: Advanced placement materials, International materials, concurrent enrollment materials, library or trade books, reference materials, teacher professional materials which are not components of an integrated instructional program. Galley proofs or unfinished copies are not reviewed.

Evaluator Signature: \_\_\_\_\_

Date: \_\_\_\_\_