

**Textbook Alignment to the Utah United States History 2 Core Curriculum
Rubric for “Recommended Primary” Materials**

| Title _____ ISBN# _____ | | | |
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| Publisher: _____ | | | |
| Name of Person(s) conducting alignment and evaluation: _____ | | | |
| Overall percentage of coverage of the Utah State Core Curriculum: _____% | | | |
| Standard I: Students will expand their knowledge of pre-Reconstruction America. | | | |
| Percentage of coverage for Standard I: % | | | |
| Objectives | Indicators | If covered, appropriate page #'s | Comments on coverage |
| Objective 1.1: Examine the American colonial experience. | a. Identify reasons for the establishment of colonies in America. | | |
| | b. Examine the rise of American culture in the New England, Middle, and Southern colonies. | | |
| Objective 1.2: Investigate the development of the United States government, its institutions, and its | a. Identify the philosophies which influenced the development of the Constitution, separation of powers, balance of power, | | |

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| politics. | and the elastic clause. | | |
| | b. Analyze the Constitution's creation and impact on the new United States. | | |
| | c. Trace the development of American government and politics from the Federalist period through Jacksonian democracy. | | |
| Objective 1.3: Analyze the growth and division of the United States from 1820 through 1877. | a. Trace the United States' expansion and growth from the Atlantic to the Pacific. | | |
| | b. Recognize the sectional differences that developed during the antebellum period. | | |
| | c. Evaluate the causes, course, and consequences of the Civil War. | | |
| | d. Analyze the successes and failures of the Reconstruction period following the Civil War. | | |
| | e. Examine the United States' policies relating to American Indians. | | |
| Standard II: Students will understand how the growth of industry changed the United States. | | | |
| Percentage of coverage for Standard II: % | | | |
| Objectives | Indicators | If covered, appropriate page #'s | Comments on coverage |
| Objective 2.1: Assess how transportation, | a. Identify major American inventions and how they | | |

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| communication, and marketing improvements and innovations transformed the American economy in the late 19th and early 20th centuries. | affected the United States; e.g., telephone, electricity, car, motion pictures. | | |
| | b. Explain the expansion of transportation and communication in the United States following the Civil War. | | |
| | c. Determine the impact of industrialization on the American economy and society. | | |
| | d. Examine how the market revolution affected retail distribution of goods in the cities and in rural areas. | | |
| Objective 2.2: Evaluate the prominent business leaders and the business organizations that influenced the growth of industrialization in the United States. | a. Examine the roles of American industrialists; e.g., Rockefeller, Morgan, Carnegie, Vanderbilt, Ford. | | |
| | b. Evaluate the growth and influences of monopolies and trusts on capitalism. | | |
| Objective 2.3: Assess how the growth of industry affected the movement of people into and within the United States. | a. Determine the demographic changes in population from the 1890s to the present. | | |
| | b. Investigate the influences that affected various immigrant groups entering the United States. | | |
| | c. Examine the working conditions of immigrant workers; e.g., factory, mine, agriculture, transportation. | | |

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| Objective 2.4: Investigate the challenges presented to urban inhabitants. | a. Identify how American cities spawned American architecture. | | |
| | b. Examine living conditions in tenements. | | |
| | c. Compare the attitudes of Social Darwinism with those of Social Gospel believers. | | |
| Standard III: Students will recognize how social reform occurred at the turn of the century. | | | |
| Percentage of coverage for Standard III: % | | | |
| Objectives | Indicators | If covered, appropriate page #'s | Comments on coverage |
| Objective 3.1: Investigate reform movements and their prominent leaders. | a. Examine the problems faced by American farmers that were created by the new market economy and the rise of the Populist Party. | | |
| | b. Analyze the growth and influence of political machines; e.g., muckrakers, Progressives. | | |
| | c. Investigate the emerging civil rights movements for women and African Americans. | | |
| Objective 3.2: Assess the growth and development of labor unions and their key leaders. | a. Trace the development of national labor unions. | | |
| | b. Determine the impact of collective bargaining. | | |
| | c. Analyze the development of socialism in the United | | |

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| Standard IV: Students will understand how war affected the early 20th century. | | | |
| Percentage of coverage for Standard IV: % | | | |
| Objectives | Indicators | If covered, appropriate page #'s | Comments on coverage |
| Objective 4.1: Investigate how the United States became involved in imperialism and the Spanish-American War. | a. Determine the economic, social, and military affects of United States imperialism. | | |
| | b. Examine the cause, course, and consequences of the Spanish-American War. | | |
| | c. Assess how America's imperialism altered relationships with the Far East and Latin America. | | |
| Objective 4.2: Examine how World War I affected the military and the home front of the United States. | a. Identify major causes of World War I and the United States' involvement and influence in the war; e.g., Wilson's Fourteen Points, the Versailles Treaty. | | |
| | b. Determine the reasons the United States Senate refused to join the League of Nations. | | |
| | c. Examine the impact World War I had on the United States; e.g., government policy, industrial might, civil liberties. | | |

| Standard V: Students will understand how Americans reacted to rapid social change during the 1920s. | | | |
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| Percentage of coverage for Standard V: % | | | |
| Objectives | Indicators | If covered, appropriate page #'s | Comments on coverage |
| Objective 5.1: Analyze how the United States coped with rapid economic and technological advances. | a. Investigate how mass media affected American society. | | |
| | b. Assess how new inventions and consumerism influenced daily life. | | |
| | c. Explain how the automobile affected the business and landscape of America. | | |
| Objective 5.2: Examine the experiences of black Americans and women in the early 20th century. | a. Account for the sudden growth of black consciousness. | | |
| | b. Describe the changes in women's attitudes and roles in society. | | |
| Standard VI: Students will understand how the Great Depression and the New Deal affected the United States. | | | |
| Percentage of coverage for Standard VI: % | | | |
| Objectives | Indicators | If covered, appropriate page #'s | Comments on coverage |
| Objective 6.1: Investigate the impact of the Great Depression on the United States. | a. Analyze the major causes of the Great Depression. | | |
| | b. Examine the social effects of the Great Depression. | | |
| Objective 6.2: Analyze the long-term effects of | a. Explore the purposes and effectiveness of the New | | |

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| the New Deal on the United States. | Deal; e.g., presidency, economics, politics. | | |
| | b. Investigate the shift of power from state to federal government. | | |
| Standard VII: Students will understand the causes, course, and consequences of the United States' role in World War II. | | | |
| Percentage of coverage for Standard VII: % | | | |
| Objectives | Indicators | If covered, appropriate page #'s | Comments on coverage |
| Objective 7.1: Determine how America shifted from isolationism to intervention. | a. Analyze the factors that led to militarism and fascist aggression in the world. | | |
| | b. Determine how the attack on Pearl Harbor forced the United States out of isolationism. | | |
| | c. Examine how the alliance systems led the United States into World War II. | | |
| | d. Investigate the major campaigns of the United States in the European and Pacific theaters; e.g., Midway, D-Day, Battle of the Bulge, island hopping, and the bombing of Japan. | | |
| Objective 7.2: Examine the impact World War II had on the American home front. | a. Identify the impact of World War II on minority groups in America. | | |
| | b. Examine the role women played in the wartime workforce. | | |
| | c. Trace American | | |

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| | mobilization for war. | | |
| Objective 7.3: Evaluate how the rules and weapons of war changed during World War II. | a. Assess how the war expanded beyond military targets to civilian centers. | | |
| | b. Evaluate how technology changed the weapons used in World War II and introduced the atomic age. | | |
| Standard VIII: Students will understand the United States' domestic and international position in the Cold War era. | | | |
| Percentage of coverage for Standard VII: % | | | |
| Objectives | Indicators | If covered, appropriate page #'s | Comments on coverage |
| Objective 8.1: Investigate how the postwar goals and action of the United States and the Soviet Union were manifested throughout the world. | a. Analyze the organization and operation of the United Nations. | | |
| | b. Evaluate the effectiveness of American post-war foreign policy in Europe and the Soviet Union's reaction. | | |
| | c. Examine the world's reaction to nuclear weapons. | | |
| Objective 8.2: Analyze the Cold War ideology of the United States' involvement in Asia. | a. Explain America's reaction to the fall of China to Communism under Mao Zedong. | | |
| | b. Trace American and United Nations involvement in the Korean police action. | | |
| | c. Examine the various factors that drew the United States into conflict with North Vietnam and Ho Chi | | |

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| | d. Investigate how the Vietnam War changed the nature of warfare. | | |
| Objective 8.3: Summarize the political, social, and economic reactions to the Cold War in the United States. | a. Examine the successes and failures of the various political administrations; e.g., Kennedy, Johnson, Nixon. | | |
| | b. Analyze the Great Society programs aimed at ending poverty. | | |
| | c. Examine the impact of McCarthyism and Watergate on citizens' attitudes toward government. | | |
| | d. Trace the development of space exploration. | | |
| Objective 8.4: Investigate the end of the Cold War and examine America's role in the changing world. | a. Compare differing American reactions to overseas military involvement. | | |
| | b. Trace the events that resulted in the breakup of the USSR. | | |
| | c. Examine the superpower status of the United States in the world. | | |
| Standard IX: The students will understand the emergence and development of the human rights and culture in the modern era. | | | |
| Percentage of coverage for Standard IX: % | | | |
| Objectives | Indicators | If covered, appropriate page #'s | Comments on coverage |

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| Objective 9.1: Analyze how the civil rights movement affected United States society. | a. Identify the causes and consequences of civil rights legislation and court decisions. | | |
| | b. Investigate the fight for the political, economic, and social equality of women. | | |
| | c. Analyze how the black civil rights movement utilized both social and political actions to achieve its goals. | | |
| | d. Investigate the gains in civil rights made by the American Indian nations, Mexican Americans, and other ethnic groups in the last half of the twentieth century. | | |
| Objective 9.2: Analyze the impact of the counter- culture since the 1960s. | a. Trace the development of the counter-culture from the anti-Vietnam movement. | | |
| | b. Assess the development of mass media as the voice of the counter-culture. | | |
| | c. Examine the impact of drugs on the counter-culture and the United States. | | |
| Standard X: The students will understand economic and political changes in contemporary America. | | | |
| Percentage of coverage for Standard X: % | | | |
| Objectives | Indicators | If covered, appropriate page #'s | Comments on coverage |

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| Objective 10.1: Analyze the economy of the contemporary United States. | a. Examine the effects of economics on modern society. | | |
| | b. Trace the development of computers and the Internet and their impact on American business and globalization. | | |
| Objective 10.2: Determine how politics was changed by the end of the Cold War. | a. Examine the “Reagan Revolution,” its goals, success, and failures. | | |
| | b. Determine the impact of environmentalism on the United States. | | |
| | c. Analyze the impact of international terrorism on the United States. | | |

General Rubric

| Review Category | High Quality - 3 | 2 | 1 | 0 | NA | Comments |
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| Curriculum Content Coverage | | | | | | |
| 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. | Less than 50% 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. | | |
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| 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 accurately and in an age-appropriate manner. | Materials reflect current content knowledge without content bias. Materials utilize cross-curricular references and experiences. Materials are age appropriate. | Materials have some content inaccuracies, but do not show content bias. Materials utilize some cross-curricular references. Materials are 70% age appropriate | Materials show many content inaccuracies and some content bias. Materials have very limited cross curricular references. Materials are approximately 50% age appropriate. | Materials have 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 | 70% of the program provides appropriate accommodations for various developmental levels | 50% of the program provides appropriate accommodations for various developmental levels acknowledging | There are few or no appropriate accommodations for various developmental levels with little | | |

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| | acknowledging prerequisite skills and knowledge. | acknowledging prerequisite skills and knowledge. | prerequisite skills and knowledge. | acknowledgment of needed prerequisite skills and knowledge. | | |
| Review Category Physical Qualities | 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 provide table of contents, glossary, index, and etc. | Student materials provide necessary table of contents, indices, glossaries, and other references to assist and guide students, parents, and teachers. | Student materials provide some table of contents, indices, glossaries, and other references to assist and guide students, parents, and teachers. | Student materials provide a limited amount of table of contents, indices, glossaries, and other references to assist and guide students, parents, and teachers. | Student materials 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 | Teacher materials are adequately | Teacher materials have secure bindings | Teacher materials have inferior | | |

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| | and reinforced while staying open and flat for teaching. | hardbound while staying open and flat for teaching | but do not open and lay flat to facilitate teaching. | bindings but do lay flat to facilitate teaching. | | |
| Review Category Technology Qualities | 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 understandable. | Program provides menus that are generally easy to read and follow. Installation requires little computer expertise. Manuals and directions are simple to understand. | 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 knowledge or expertise. Manuals are included. | Menus are not descriptive and hard to follow. Installation requires expertise. No manuals or written instructional materials are provided. | | |
| 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. | | |
| Review Category Ancillary Materials | 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 | Program provides adequate student ancillary materials to enhance and supplement the | Program provides some student ancillary materials that are of limited value to supplement | The program provides no student ancillary materials or student ancillary materials are of | | |

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| | delivery of instruction. | delivery of instruction. | and enhance the delivery of instruction. | 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 student learning | Parent ancillary materials are appropriate providing good support for desired student learning through home activities, homework, and practice opportunities. | Parent ancillary materials are appropriate providing adequate support for desired student learning through a variety of opportunities and activities. | Parent ancillary materials are not always appropriate nor do they provide adequate support through a variety of opportunities for student learning. | There are no parent ancillary materials available. | | |
| Review Category Assessment Materials | 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. | | |

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| 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. | | |
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| 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. | | |
| Category Universal Access | 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: _____