United States History II Profile Sheet

Text/Instructional Material Title: *Holt McDougal United States History, Civil War to the Present, Virginia Interactive Online Edition (electronic)*

Publisher: Holt McDougal, a division of Houghton Mifflin Harcourt Publishing Company

History and Social Science Standard **Section I**	**Rating**		
	Adequate	**Limited**	**No Evidence**
USII.1	**x**		
USII.2	**x**		
USII.3	**x**		
USII.4	**x**		
USII.5	**x**		
USII.6	**x**		
USII.7	**x**		
USII.8	**x**		
USII.9	**x**		
Section II. Additional Criteria: Instructional Planning and Support			
1. Materials are presented in an organized, logical manner and are appropriate for the age, grade, and maturity of the students.	**x**		
2. Materials are organized appropriately within and among units of study.	**x**		
3. Format design includes titles, subheadings, and appropriate cross-referencing for ease of use.	**x**		
4. Writing style, length of sentences, and vocabulary are appropriate.	**x**		

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5. Graphics and illustrations are appropriate.	**x**		
6. Sufficient instructional strategies are provided to promote depth of understanding.	**x**		
7. Materials present content in an accurate and unbiased manner.	**x**		

The Virginia Department of Education recommends to the Board of Education:

YES ___X___ NO _____

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	Adequate	**Limited**	**No Evidence**
USII.1 The student will demonstrate skills for historical and geographical analysis and responsible citizenship, including the ability to			
a) analyze and interpret primary and secondary source documents to increase understanding of events and life in United States history from 1865 to the present;	**x**		
b) make connections between the past and the present;	**x**		
c) sequence events in United States history from 1865 to the present;	**x**		
d) interpret ideas and events from different historical perspectives;	**x**		
e) evaluate and debate issues orally and in writing;	**x**		
f) analyze and interpret maps that include major physical features;	**x**		
g) use parallels of latitude and meridians of longitude to describe hemispheric location;	**x**		
h) interpret patriotic slogans and excerpts from notable speeches and documents;	**x**		
i) identify the costs and benefits of specific choices made, including the consequences, both intended and unintended, of the decisions and how people and nations responded to positive and negative incentives.	**x**		

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	Adequate	**Limited**	**No Evidence**
USII.2 The student will use maps, globes, photographs, pictures, or tables for			
a) explaining how physical features and climate influenced the movement of people westward;	**x**		
b) explaining relationships among natural resources, transportation, and industrial development after 1865;	**x**		
c) locating the 50 states and the cities most significant to the historical development of the United States.		**x**	

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	Adequate	**Limited**	**No Evidence**
USII.3 The student will demonstrate knowledge of the effects of Reconstruction on American life by			
a) analyzing the impact of the 13th, 14th, and 15th Amendments to the Constitution of the United States;	**x**		
b) describing the impact of Reconstruction policies on the South and North;	**x**		
c) describing the legacies of Abraham Lincoln, Robert E. Lee, and Frederick Douglass.	**x**		

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	Adequate	**Limited**	**No Evidence**
USII.4 The student will demonstrate knowledge of how life changed after the Civil War by			
a) identifying the reasons for westward expansion, including its impact on American Indians;	**x**		
b) explaining the reasons for the increase in immigration, growth of cities, new inventions, and challenges arising from this expansion;	**x**		
c) describing racial segregation, the rise of "Jim Crow," and other constraints faced by African Americans and other groups in the post-Reconstruction South;	**x**		
d) explaining the impact of new inventions, the rise of big business, the growth of industry, and life on American farms;	**x**		
e) describing the impact of the Progressive Movement on child labor, working conditions, the rise of organized labor, women's suffrage, and the temperance movement.	**x**		

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	Adequate	**Limited**	**No Evidence**
USII.5 The student will demonstrate knowledge of the changing role of the United States from the late nineteenth century through World War I by			
a) explaining the reasons for and results of the Spanish American War;	**x**		
b) describing Theodore Roosevelt's impact on the foreign policy of the United States;	**x**		
c) explaining the reasons for the United States' involvement in World War I and its international leadership role at the conclusion of the war.	**x**		

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	Adequate	**Limited**	**No Evidence**
USII.6 The student will demonstrate knowledge of the social, economic, and technological changes of the early twentieth century by			
a) explaining how developments in factory and labor productivity, transportation (including the use of the automobile), communication, and rural electrification changed American life and standard of living;	**x**		
b) describing the social and economic changes that took place, including prohibition and the Great Migration north and west;	**x**		
c) examining art, literature, and music from the 1920s and 1930s, with emphasis on Langston Hughes, Duke Ellington, Georgia O'Keeffe, and the Harlem Renaissance;	**x**		
d) identifying the causes of the Great Depression, its impact on Americans, and the major features of Franklin D. Roosevelt's New Deal.	**x**		

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	Adequate	**Limited**	**No Evidence**
USII.7 The student will demonstrate knowledge of the major causes and effects of American involvement in World War II by			
a) identifying the causes and events that led to American involvement in the war, including the attack on Pearl Harbor;	**x**		
b) locating and describing the major events and turning points of the war in Europe and the Pacific;	**x**		
c) describing the impact of the war on the home front.	**x**		

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	Adequate	**Limited**	**No Evidence**
USII.8 The student will demonstrate knowledge of the economic, social, and political transformation of the United States and the world between the end of World War II and the present by			
a) describing the rebuilding of Europe and Japan after World War II, the emergence of the United States as a superpower, and the establishment of the United Nations;	**x**		
b) describing the conversion from a wartime to a peacetime economy;	**x**		
c) identifying the role of America's military and veterans in defending freedom during the Cold War, including the wars in Korea and Vietnam, the Cuban missile crisis, the collapse of communism in Europe, and the rise of new challenges;	**x**		
d) describing the changing patterns of society, including expanded educational and economic opportunities for military veterans, women, and minorities;	**x**		
e) describing how international trade and globalization have impacted American life.	**x**		

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		Adequate	**Limited**	**No Evidence**
USII.9	The student will demonstrate knowledge of the key domestic and international issues during the second half of the twentieth and early twenty-first centuries by			
	a) examining the Civil Rights Movement and the changing role of women;	**x**		
	b) describing the development of new technologies in communication, entertainment, and business and their impact on American life;	**x**		
	c) identifying representative citizens from the time period who have influenced America scientifically, culturally, academically, and economically;		**x**	
	d) examining American foreign policy, immigration, the global environment, and other emerging issues.	**x**		

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II. Additional Criteria: Instructional Planning and Support (Reported but not used in correlation and adoption considerations.)	**Rating Scale**		
	Adequate	**Limited**	**No Evidence**
1. Materials are presented in an organized, logical manner and are appropriate for the age, grade, and maturity of the students.	**x**		
2. Materials are organized appropriately within and among units of study.	**x**		
3. Format design includes titles, subheadings, and appropriate cross-referencing for ease of use.	**x**		
4. Writing style, length of sentences, and vocabulary are appropriate.	**x**		
5. Graphics and illustrations are appropriate.	**x**		
6. Sufficient instructional strategies are provided to promote depth of understanding.	**x**		
7. Materials present content in an accurate and unbiased manner. • Materials do not contain content errors (omissions of current content, out-of-date content, overgeneralizations, etc.). • Materials do not contain production errors (misspelled words, word omissions, incorrect answers). • Diverse groups (racial, ethnic, cultural, linguistic), males and females, people with disabilities, and people of all ages are represented appropriately.	**x**		