

Rating Sheet for Textbook Committee Members/12-07-2017

**Textbook:** *World History and Geography: From 1500*, Virginia Edition/Pearson

**WHII.1** History and Social Science Standard WHII.1

The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by ...a-j

Fields are blank with text: "**Publishers were not required to correlate their textbooks to the essential skills (WHII.1a-j).**"

**WHII.6** The student will apply social science skills to understand the political, cultural, geographic, and economic conditions in Asia from about 1500 AD to about 1800 AD by...

**WHII.6.b** ... describing the location and development of social and cultural patterns in the Ottoman Empire. **(LIMITED)**

**WHII.6.c** ...describing the location and development of social and cultural patterns in India, with emphasis on the Mughal Empire and coastal trade. **(LIMITED)**

**WHII.6.f** ... comparing and contrasting the political and economic systems of Asian empires. **(LIMITED)**

**WHII.7** The student will demonstrate an understanding of the political, cultural, geographic, and economic conditions in sub-Saharan Africa from about 1500 AD to about 1800 AD by...

**WHII.7.a** ... locating major societies in Africa in time and place **(LIMITED)**

**WHII.7.b** ... comparing and contrasting the development of social and cultural patterns in East Africa and West Africa **(LIMITED)**

**WHII.7.c** ... comparing and contrasting the development of social and cultural patterns in Central and Southern Africa **(LIMITED)**

**WHII.7.d** ... explaining the development of political and economic systems in African societies **(LIMITED)**

VCHR disagrees with the "ADEQUATE" ratings ascribed to Section II/ Additional Criteria: Instructional Planning and Support

- ◆ # 5 Graphics and illustrations are appropriate
  - Topic 9/Lesson 2/page 434
- ◆ #7 Materials present content in an accurate and unbiased manner.
  - Topic 12/Lesson 3/Page 434-435
  - Topic 12/Lesson 3/Page 601
- ◆ #7a Materials do not contain content errors (omissions of current content, out-of-date content, overgeneralizations, etc.)
  - Topic 12/Lesson 3/Page 600
  - Topic 12/Lesson 4/Page 609 and 612
  - Topic 13/Lesson 8/Page 676
- ◆ #7b Materials do not contain production errors (Misspelled words, word omissions, incorrect answers).
  - Topic 12/Lesson 4/Page 610

- ◆ #7c Diverse groups (racial, cultural, linguistic) males and females, people with disabilities, and people of all ages are represented appropriately.
  - Topic 9/Lesson 2/Page 434

**VCHR disagrees with VDOE decision not to require publishers to correlate textbooks to History and Social Science Standard WHII.1 a-j (essential skills)**

**VCHR finds LIMITED or NO EVIDENCE for the following skills:**

**WHII.1** \_The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by..

**WHII.1.b** using geographic information to determine patterns and trends in world history

**WHII.1.d** evaluating sources for accuracy, credibility, bias, and propaganda

**WHII.1.e** comparing and contrasting historical, cultural, economic, and political perspectives in world history

**WHII.1.f** explaining how indirect cause-and-effect relationships impacted people, places, and events in world history

**VCHR disagrees with ADEQUATE ratings ascribed to WHII.13 and WHII.14**

**WHII.13** The student apply social science skills to understand the political, economic, social, and cultural aspects of independence movements and development efforts by...

**WHII.13.c** ...describing the end of the mandate system and the creation of states in the Middle East, including the roles of Golda Meir and Gamal Abdul Nasser

**WHII.14.** The student will apply social science skills to understand the global changes during the early twenty-first century by

**WHII.14.a** identifying contemporary political issues, with emphasis on migrations of refugees and others, ethnic/religious conflicts, and the impact of technology.

**WHII.14.d** analyzing the increasing impact of terrorism.

**WHII.15** the student will demonstrate knowledge of the influence of Judaism, Christianity, Islam, Buddhism, and Hinduism in the contemporary world by

**WHII.15.a** describing their beliefs, sacred writings, traditions, and customs