

TEXTBOOK SCREENING INSTRUMENT

U. S. History/Geography 9-12

September Consensus Review

Book Code: HMH-43-130-10-AMRECON-5

Category: 43-130-10

Area

Cluster

Subject:

Publisher:

Houghton Mifflin Harcourt

Title:

The Americans: Reconstruction to the 21st Century

Author: Danzer, et al

Edition:

Copyright: 2012

ISBN:

Publisher's Bid Information

Bid Level

Basal

Delivery Method

T

Reviewers' Analysis

Level

Basal

Delivery Method:

Traditional-T

Reviewers' Final Recommendation:

☒ Yes

☐ No

☐ Withdrawn

Committee Members:

Committee members signatures are on file.

TEXTBOOK SCREENING INSTRUMENT

U. S. History/Geography 9-12

September Consensus Review

I. Tennessee Social Studies Content Standards

1. The program addresses 70% of the state social studies content standards as appropriate for this cluster/course.

Documentation

COMMENTS: Yes, the program addresses at least 70% of the state social studies content.

CONCERNS: no comment

MET/NOT MET: Met

HMH-43-130-10-AMRECON-5-1292-4500-0098-Yes-Basal-----8/7/2013 @ 7:20:42 AM

TEXTBOOK SCREENING INSTRUMENT

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2. List those state social studies standards that the text does not address or partially addresses.

Documentation

COMMENTS: The following standards were not addressed or not fully addressed:

US 4 – The text does not include the Whiskey Ring

US 6 – The text does not include Swift & Armour.

US 9 – The text does not specifically use the terms “old” and “new” immigrants or oldcomer/newcomer but does address the issue.

US 15 – Open vs. Closed shops

US 40 – Zora Neale Hurston and James Weldon Johnson

US 43 – Lou Gehrig, Red Grange

US 44 – Examine the growth and popularity of Blues Music in Memphis and the Grand Ole Opry in Nashville, including W.C. Handy and WSM

US 55 – Hoover-Stimson Note, the Johnson Debt Default Act, and the Neutrality Acts of 1935, 1937, and 1939

US 61 – 101st Airborne

US 68 – Explain the importance of the establishment and the impact of the Fort Campbell base, Oak Ridge nuclear facility, TVA, Alcoa influences and Camp Forrest as a POW Center.

US 76 – Estes Kefauver

Some standards are not found in this text due to changes in the state curriculum standards after publication. These standards would need to be included or addressed further:

US 1 – “location of specialized industries such as textiles, automobiles, and steel”

US 2 – Summarize the major developments in Tennessee during the Reconstruction era, including the Constitutional Convention of 1870, the yellow fever epidemic of 1878, and the election of African Americans to the General Assembly.

US 3 – “efforts of Pap Singleton”

US 15 – Coal Creek Labor Saga

US 18 – Describe the “role of Tennessee in the suffrage effort (Anne Dallas Dudley, Harry Burn, Josephine Pearson, “Perfect 36”)

US 24 – Teller, Platt, and Foraker Acts

US 28 – Doughboys,

US 32 – innovations in food processing and food purchasing (Clarence Sanders)

US 36 – Randolph Miller

US 49 – Cumberland Homesteads, Great Smoky Mountains National Park

US 64 – Avco in Tennessee, Cornelia Fort

US 67 – developments in medicine (penicillin)

US 90 – Jim Lawson

US 92 – Columbia Race Riots, Tent Cities of Haywood and Fayette Counties, Influence of the Highlander Folk School and civil rights advocacy groups, Clinton High school, Nashville sit ins,

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Diane Nash

US 101 – Investigate the life and works of Alex Haley and his influence on American Culture, including The Autobiography of Malcolm X and Roots: The Saga of an American Family

CONCERNS: no comment

MET/NOT MET: Met

HMH-43-130-10-AMRECON-5-1293-4500-0099-Yes-Basal-----8/7/2013 @ 7:20:42 AM

II. Tennessee Social Studies Literacy Components

The program addresses the following literacy component for each grade cluster/course.

1. Text complexity seems appropriate for this grade cluster/course,

Documentation

COMMENTS: Yes, the text complexity seems appropriate for the students who take this course.

CONCERNS: no comment

MET/NOT MET: Met

HMH-43-130-10-AMRECON-5-1294-4500-0100-Yes-Basal-----8/7/2013 @ 7:20:42 AM

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2. The submission provides text alignment to primary and secondary sources. Sources are noted and varied.

Documentation

COMMENTS: Yes, the program provides a great deal of primary and secondary sources. Aside from those included within the primary textbook, there are support materials and workbooks included as well as a “Primary Source Activity Kit” box that includes hundreds of images of the original primary sources for student use in class.

CONCERNS: no comment

MET/NOT MET: Met

HMH-43-130-10-AMRECON-5-1295-4500-0101-Yes-Basal-----8/7/2013 @ 7:20:42 AM

3. Questioning matches the rigor of the standards.

Documentation

COMMENTS: Yes, the questioning provided within the package is appropriate for the students.

CONCERNS: no comment

MET/NOT MET: Met

HMH-43-130-10-AMRECON-5-1296-4500-0102-Yes-Basal-----8/7/2013 @ 7:20:42 AM

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4. *A majority of the questions and activities are text-dependent.*

Documentation

COMMENTS: Yes, the activities and questions provided are text-dependent. There are primary source analysis opportunities throughout the package as well as section and chapter questions that are also text dependent. The “American Stories” workbook provides short readings about the day-to-day experiences of Americans that students can read and answer comprehension questions or participate in other activities. “Experiencing American History” provides additional biographies or other historical documents along with various activities for students to complete (and grading rubrics). There are also “reading study guides” and a plethora of other items within the package to keep students reading, interpreting, and analyzing. There is even a “reading toolkit” to help promote reading comprehension, improve standardized test scores, or help English Language Learners.

CONCERNS: no comment

MET/NOT MET: Met

HMH-43-130-10-AMRECON-5-1297-4500-0103-Yes-Basal-----8/7/2013 @ 7:20:42 AM

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III. Program Design

49-6-2202. (b) (3) In recommending textbooks for use in economics or business-oriented courses or programs, the commission should include at least one (1) textbook written, illustrated and exemplified in such a manner as to facilitate comprehension by all students, including those of disadvantaged socioeconomic circumstances and of culturally different backgrounds.

49-6-2202. (b) (4) In recommending textbooks for use in social studies, Tennessee history, American history or any related subject, the commission shall strive to recommend textbooks that accurately and comprehensively portray the full range of diversity and achievement of racial and ethnic minorities as well as the role and importance of religion in history.

A. Presentation

1. Content is accurate.

Documentation

COMMENTS: Yes, the content within this product appears to be accurate.

CONCERNS: no comment

MET/NOT MET: Met

HMH-43-130-10-AMRECON-5-1298-4500-0104-Yes-Basal-----8/7/2013 @ 7:20:42 AM

2 Content accommodates that learning styles, interest and ability levels of students for this grade cluster/course.

Documentation

COMMENTS: Yes, there is a large variety of activities for students to participate in and they represent a variety of different learning styles and ability levels.

CONCERNS: no comment

MET/NOT MET: Met

HMH-43-130-10-AMRECON-5-1299-4500-0105-Yes-Basal-----8/7/2013 @ 7:20:42 AM

TEXTBOOK SCREENING INSTRUMENT

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3. *There are multiple opportunities for active learning.*

Documentation

COMMENTS: Yes, there are many opportunities for active learning throughout this product. The students can “Read like a historian” to participate in history as detectives or participate in the American Music Audio Program to hear the sounds of the eras.

As for student diversity, this package includes additional materials specific to the African American, Hispanic, and Native American communities with biographies, images, comprehension review questions, and critical thinking analysis questions.

CONCERNS: no comment

MET/NOT MET: Met

HMH-43-130-10-AMRECON-5-1300-4500-0106-Yes-Basal-----8/7/2013 @ 7:20:42 AM

***Note:** Social, ethnic, racial, religious, and gender bias is best determined at the local level where educators have in-depth knowledge of the culture and values of the community in which students live. Although social, ethnic, racial, religious, and gender bias is a local discussion, list any areas of concern for local review teams.*

B. Organization

1. *The organization and mechanics of the program are sequenced logically.*

Documentation

COMMENTS: Yes, the program is sequenced logically (chronologically).

CONCERNS: no comment

MET/NOT MET: Met

HMH-43-130-10-AMRECON-5-1301-4500-0107-Yes-Basal-----8/7/2013 @ 7:20:42 AM

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2. *Technology components comprise an essential part of the program.*

Documentation

COMMENTS: Yes, there are a variety of technological aspects to the program. A music CD, a primary source library CD, a virtual file cabinet and power point presentations, puzzle maker and test preparation materials, and American Stories DVD. Aside from these items within the product, there is also a web site. The site allows access to an online textbook with several interactive links for student use such as History Channel video links to supplement the text among other things.

CONCERNS: no comment

MET/NOT MET: Met

HMH-43-130-10-AMRECON-5-1302-4500-0108-Yes-Basal-----8/7/2013 @ 7:20:42 AM

3. *The program includes appropriate teacher support.*

Documentation

COMMENTS: Yes, the program includes a great deal of teacher support. The reading toolkit, the primary source activity kit, a variety of CDs and DVDs, and a teacher planning web site, etc

CONCERNS: no comment

MET/NOT MET: Met

HMH-43-130-10-AMRECON-5-1303-4500-0109-Yes-Basal-----8/7/2013 @ 7:20:42 AM

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IV. Assessment

1. Assessments are aligned to program content.

Documentation

COMMENTS: Yes, the assessments are appropriate and aligned to the content.

CONCERNS: no comment

MET/NOT MET: Met

HMH-43-130-10-AMRECON-5-1304-4500-0110-Yes-Basal-----8/7/2013 @ 7:20:42 AM

2. *The program includes a variety of assessment options including, text-dependent writing prompts.*

Documentation

COMMENTS: Yes, the program includes a variety of assessment options and several different types of text dependent writing. Each chapter has “focus on writing” sections, the teacher’s edition of the text has writing prompts throughout, and there is a test generator and other test preparation materials. There is also an entire workbook of Document Based Questions with strategies and practices.

CONCERNS: no comment

MET/NOT MET: Met

HMH-43-130-10-AMRECON-5-1305-4500-0111-Yes-Basal-----8/7/2013 @ 7:20:42 AM

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3. *The program provides diagnostic evaluation of student progress thought.*

Documentation

COMMENTS: Yes, there are several types of ongoing assessments. Aside from the previously mentioned materials, there is also a 500+ page book of different assessments. Another booklet, “Strategies for Test Preparation”, provides EOC preparation that can also be used as a preassessment at the start of the course.

CONCERNS: no comment

MET/NOT MET: Met

HMH-43-130-10-AMRECON-5-1306-4500-0112-Yes-Basal-----8/7/2013 @ 7:20:42 AM

4. Assessments include text-dependent questions and primary sources.

Documentation

COMMENTS: Yes, there are text-dependent assessments and primary sources. For primary sources, there is the Primary Source activity kit (with hundreds of images of original documents), the reading tool kit, and a CD of 140 primary sources. There is also an entire work book of document based questions for student analysis. All of this is included in the package but this list does not include the activities in the text itself.

CONCERNS: no comment

MET/NOT MET: Met

HMH-43-130-10-AMRECON-5-1307-4500-0113-Yes-Basal-----8/7/2013 @ 7:20:42 AM

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V. Other Comments

Documentation

COMMENTS: Overall, this text would be a very appropriate fit for the high school US history classroom. The materials provided in the package are plentiful and helpful and would be beneficial to the teacher and students. There are many additional resources that have not been mentioned already here as well such as an integrated Assessment workbook to give project ideas and assessment rubrics. This textbook package provides a great deal of teacher support and resources and has some unique aspects, both in print (primary source activity kit, American Stories and other biographies, American music) as well as on the web (teacher planning site, printables, student resources, online textbook with interactive hyper links, History Channel partnership for extension and reinforcement).

CONCERNS: No comment

MET/NOT MET: Met

HMH-43-130-10-AMRECON-5-1308-4500-0114-Yes-Basal-----8/7/2013 @ 7:20:42 AM

VI. Components Reviewed

Documentation

HMH-43-130-10-AMRECON-5-1309-4500-0115-Yes-Basal-----8/7/2013 @ 7:20:42 AM

VII. Commission Member Comments

Documentation

COMMENTS:

CONCERNS:

MET/NOT MET:

HMH-43-130-10-AMRECON-5-1310-4500-0116-Yes-Basal-----8/7/2013 @ 7:20:42 AM

TEXTBOOK SCREENING INSTRUMENT

U. S. History/Geography 9-12

September Consensus Review

Book Code: McGH-43-130-10-USHISGEOMOD-5

Category: 43-130-10

Area

Cluster

Subject:

Publisher:

McGraw-Hill School Education LLC

Title:

U S HISTORY GEOGRAPHY MODERN TIMES STUDENT SUITE 6YR SUBS PKG

Author: Appleby, Brinkley, Broussard, McPherson, Ritchie

Edition: 1st

Copyright: 2015

ISBN: 9780076610327

Publisher's Bid Information

Bid Level

Basal

Delivery Method

T

Reviewers' Analysis

Level

Basal

Delivery Method:

Traditional-T

Reviewers' Final Recommendation:

☒ Yes

☐ No

☐ Withdrawn

Committee Members:

Committee members signatures are on file.

TEXTBOOK SCREENING INSTRUMENT

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September Consensus Review

I. Tennessee Social Studies Content Standards

1. The program addresses 70% of the state social studies content standards as appropriate for this cluster/course.

Documentation

COMMENTS: Yes, the program addresses at least 70% of the state social studies standards.

CONCERNS: no comment

MET/NOT MET: Met

McGH-43-130-10-USHISGEOMOD-5-1273-4500-0079-Yes-Basal9780076610327-----9/16/2013 @ 1:31:33 PM

TEXTBOOK SCREENING INSTRUMENT

U. S. History/Geography 9-12

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2. List those state social studies standards that the text does not address or partially addresses.

Documentation

COMMENTS:

Standards not addressed or not fully addressed:

US 2 - Summarize the major developments in Tennessee during the Reconstruction era, including the Constitutional Convention of 1870, the yellow fever epidemic of 1878, and the election of African-Americans to the General Assembly. (none of these aspects are addressed in the text)

US 5 – Does include Pullman strike but does not specifically talk about Pullman, Does not include Armour

US 24 – Text does not include the Teller Amendment.

US 30 – Text only discusses conscientious objectors when discussing Alvin York, but does go into full detail regarding conscientious objectors of WWI

US 36 – The text does not include Randolph Miller

US 40 – Text does not include James Weldon Johnson

US 43 – Text does not include Lou Gehrig or Billy Sunday.

US 55 – The text does not adequately address this standard (Gather relevant information from multiple sources to explain the reasons for and consequences of American actions in foreign policy during the 1930s, including the Hoover-Stimson Note, the Johnson Debt Default Act, and the Neutrality Act of 1935, 1937, and 1939).

US 57 – Text does not include the Quarantine Speech or the Four Freedoms Speech.

US 61 – Text does not include the 101st Airborne

US 64 – Text does not include Avco in Tennessee.

US 67 – Text does not describe developments in medicine (penicillin)

US 90 – The text does not include James Meredith

US 92 – The text does not adequately address the Tent Cities of Haywood and Fayette Counties, the Influence of the Highlander Folk School and civil rights advocacy groups, and Diane Nash

US 101 – This standard is not addressed within the text (Investigate the life and works of Alex Haley and his influence on American Culture including The Autobiography of Malcolm X and Roots: The Saga of An American Family).

CONCERNS: no comment

MET/NOT MET: Met

TEXTBOOK SCREENING INSTRUMENT

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McGH-43-130-10-USHISGEOMOD-5-1274-4500-0080-Yes-Basal9780076610327-----9/16/2013 @ 1:29:37 PM

II. Tennessee Social Studies Literacy Components

The program addresses the following literacy component for each grade cluster/course.

1. Text complexity seems appropriate for this grade cluster/course,

Documentation

COMMENTS: Yes, text complexity seems appropriate for the students who take this course. In addition, words that students may not know (aside from content vocabulary) are written in bold and included in an end of text glossary to assist students.

CONCERNS: no comment

MET/NOT MET: Met

McGH-43-130-10-USHISGEOMOD-5-1275-4500-0081-Yes-Basal9780076610327-----8/7/2013 @ 7:20:42 AM

2. The submission provides text alignment to primary and secondary sources. Sources are noted and varied.

Documentation

COMMENTS: Yes, the text provides primary and secondary resources. Throughout the book are political cartoons and other graphics as well as text excerpts for student analysis.

CONCERNS: no comment

MET/NOT MET: Met

McGH-43-130-10-USHISGEOMOD-5-1276-4500-0082-Yes-Basal9780076610327-----8/7/2013 @ 7:20:42 AM

TEXTBOOK SCREENING INSTRUMENT

U. S. History/Geography 9-12

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3. *Questioning matches the rigor of the standards.*

Documentation

COMMENTS: Yes, the included questions are appropriate for the students taking this course. Questions are included at the end of each section and chapter as well as an essential question at the start of each chapter. There is also a chapter test and quiz workbook to assist teachers in writing those assessments.

CONCERNS: no comment

MET/NOT MET: Met

McGH-43-130-10-USHISGEOMOD-5-1277-4500-0083-Yes-Basal9780076610327-----8/7/2013 @ 7:20:42 AM

4. *A majority of the questions and activities are text-dependent.*

Documentation

COMMENTS: Yes, the questions provided are text dependent. There are document analysis questions as well as section and chapter review questions

CONCERNS: no comment

MET/NOT MET: Met

McGH-43-130-10-USHISGEOMOD-5-1278-4500-0084-Yes-Basal9780076610327-----8/7/2013 @ 7:20:42 AM

TEXTBOOK SCREENING INSTRUMENT

U. S. History/Geography 9-12

September Consensus Review

III. Program Design

49-6-2202. (b) (3) In recommending textbooks for use in economics or business-oriented courses or programs, the commission should include at least one (1) textbook written, illustrated and exemplified in such a manner as to facilitate comprehension by all students, including those of disadvantaged socioeconomic circumstances and of culturally different backgrounds.

49-6-2202. (b) (4) In recommending textbooks for use in social studies, Tennessee history, American history or any related subject, the commission shall strive to recommend textbooks that accurately and comprehensively portray the full range of diversity and achievement of racial and ethnic minorities as well as the role and importance of religion in history.

A. Presentation

1. Content is accurate.

Documentation

COMMENTS: Yes, the content of the text appears to be accurate.

CONCERNS: no comment

MET/NOT MET: Met

McGH-43-130-10-USHISGEOMOD-5-1279-4500-0085-Yes-Basal9780076610327-----8/7/2013 @ 7:20:42 AM

2 Content accommodates that learning styles, interest and ability levels of students for this grade cluster/course.

Documentation

COMMENTS: Yes, there are a variety of activities and assessment techniques throughout the teacher's edition. In addition, there are student and teacher resource web sites to provide additional support.

CONCERNS: no comment

MET/NOT MET: Met

McGH-43-130-10-USHISGEOMOD-5-1280-4500-0086-Yes-Basal9780076610327-----8/7/2013 @ 7:20:42 AM

TEXTBOOK SCREENING INSTRUMENT

U. S. History/Geography 9-12

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3. *There are multiple opportunities for active learning.*

Documentation

COMMENTS: Yes, as previously stated, the program includes a variety of learning opportunities. Specifically, the student resource web sites provides opportunities for enrichment as well as additional primary and secondary source documents and videos.

CONCERNS: no comment

MET/NOT MET: Met

McGH-43-130-10-USHISGEOMOD-5-1281-4500-0087-Yes-Basal9780076610327-----8/7/2013 @ 7:20:42 AM

***Note:** Social, ethnic, racial, religious, and gender bias is best determined at the local level where educators have in-depth knowledge of the culture and values of the community in which students live. Although social, ethnic, racial, religious, and gender bias is a local discussion, list any areas of concern for local review teams.*

B. Organization

1. *The organization and mechanics of the program are sequenced logically.*

Documentation

COMMENTS: The program is organized logically (chronologically).

CONCERNS: no comment

MET/NOT MET: Met

McGH-43-130-10-USHISGEOMOD-5-1282-4500-0088-Yes-Basal9780076610327-----8/7/2013 @ 7:20:42 AM

TEXTBOOK SCREENING INSTRUMENT

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2. *Technology components comprise an essential part of the program.*

Documentation

COMMENTS: Technology does comprise a part of the program but it would not be considered essential. It would definitely extend learning and provide support for students and teachers.

CONCERNS: no comment

MET/NOT MET: Met

McGH-43-130-10-USHISGEOMOD-5-1283-4500-0089-Yes-Basal9780076610327-----8/7/2013 @ 7:20:42 AM

3. *The program includes appropriate teacher support.*

Documentation

COMMENTS: The program does provide teacher support. The teacher's edition of the text provides additional details and support for teachers. In addition, the teacher's resource web site provides a platform for lesson and assessment planning.

CONCERNS: no comment

MET/NOT MET: Met

McGH-43-130-10-USHISGEOMOD-5-1284-4500-0090-Yes-Basal9780076610327-----8/7/2013 @ 7:20:42 AM

TEXTBOOK SCREENING INSTRUMENT

U. S. History/Geography 9-12

September Consensus Review

IV. Assessment

1. Assessments are aligned to program content.

Documentation

COMMENTS: Yes, the included assessments are aligned to the program content. End of section and chapter assessments as well as a quiz/test workbook are provided. In addition, there is a End of Course Exam preparation workbook for student use.

CONCERNS: no comment

MET/NOT MET: Met

McGH-43-130-10-USHISGEOMOD-5-1285-4500-0091-Yes-Basal9780076610327-----8/7/2013 @ 7:20:42 AM

2. *The program includes a variety of assessment options including, text-dependent writing prompts.*

Documentation

COMMENTS: Yes, the text provides a variety of assessment options including text-dependent writing prompts.

CONCERNS: no comment

MET/NOT MET: Met

McGH-43-130-10-USHISGEOMOD-5-1286-4500-0092-Yes-Basal9780076610327-----8/7/2013 @ 7:20:42 AM

TEXTBOOK SCREENING INSTRUMENT

U. S. History/Geography 9-12

September Consensus Review

3. *The program provides diagnostic evaluation of student progress thought.*

Documentation

COMMENTS: The program provides a variety of assessment options that a teacher could use as diagnostic material or could use the EOC preparation book at the start of the year for the same purpose. However, there is not a specific ancillary material for this purpose.

CONCERNS: no comment

MET/NOT MET: Met

McGH-43-130-10-USHISGEOMOD-5-1287-4500-0093-Yes-Basal9780076610327-----8/7/2013 @ 7:20:42 AM

4. Assessments include text-dependent questions and primary sources.

Documentation

COMMENTS: Yes, there are text-dependent questions and primary source analysis opportunities within the text.

CONCERNS: no comment

MET/NOT MET: Met

McGH-43-130-10-USHISGEOMOD-5-1288-4500-0094-Yes-Basal9780076610327-----8/7/2013 @ 7:20:42 AM

V. Other Comments

Documentation

COMMENTS: Overall, the text meets the needs of the average classroom teacher. The support web sites would be beneficial in cases where students were able to access them at home for extension and support.

CONCERNS: no comment

MET/NOT MET: Met

McGH-43-130-10-USHISGEOMOD-5-1289-4500-0095-Yes-Basal9780076610327-----8/7/2013 @ 7:20:42 AM

TEXTBOOK SCREENING INSTRUMENT

U. S. History/Geography 9-12

September Consensus Review

VI. Components Reviewed

Documentation

McGH-43-130-10-USHISGEOMOD-5-1290-4500-0096-Yes-Basal9780076610327-----8/7/2013 @ 7:20:42 AM

VII. Commission Member Comments

Documentation

COMMENTS:

CONCERNS:

MET/NOT MET:

McGH-43-130-10-USHISGEOMOD-5-1291-4500-0097-Yes-Basal9780076610327-----8/7/2013 @ 7:20:42 AM

TEXTBOOK SCREENING INSTRUMENT

U. S. History/Geography 9-12

September Consensus Review

Book Code: PEPH-43-130-10-PHUSPOSTRECON-5

Category: 43-130-10

Area

Cluster

Subject:

Publisher:

Pearson Education Inc., publishing as

Prentice Hall

Title:

Prentice Hall® United States History: Post- Reconstruction to the Present

Author: Lapsansky-Werner, Levy et al.

Edition: 1st

Copyright: 2015

ISBN:

Publisher's Bid Information

Bid Level

Basal

Delivery Method

Reviewers' Analysis

Level

Basal

Delivery Method:

Traditional-T

Reviewers' Final Recommendation:

☒ Yes

☐ No

☐ Withdrawn

Committee Members:

Committee members signatures are on file.

TEXTBOOK SCREENING INSTRUMENT

U. S. History/Geography 9-12

September Consensus Review

I. Tennessee Social Studies Content Standards

1. The program addresses 70% of the state social studies content standards as appropriate for this cluster/course.

Documentation

COMMENTS: Yes, the program addresses at least 70% of the state social studies content standards for this course.

CONCERNS: no comment

MET/NOT MET: Met

PEPH-43-130-10-PHUSPOSTRECON-5-1254-4500-0060-Yes-Basal-----9/16/2013 @ 1:33:47 PM

2. List those state social studies standards that the text does not address or partially addresses.

Documentation

COMMENTS: The text does an adequate job of meeting the requirements of the U.S. History standards.

CONCERNS: No Comment

MET/NOT MET: Met

PEPH-43-130-10-PHUSPOSTRECON-5-1255-4500-0061-Yes-Basal-----9/16/2013 @ 1:33:17 PM

TEXTBOOK SCREENING INSTRUMENT

U. S. History/Geography 9-12

September Consensus Review

II. Tennessee Social Studies Literacy Components

The program addresses the following literacy component for each grade cluster/course.

1. Text complexity seems appropriate for this grade cluster/course,

Documentation

COMMENTS: Yes, text complexity seems appropriate for the grade level. Possibly a little above grade level but still appropriate.

CONCERNS: no comment

MET/NOT MET: Met

PEPH-43-130-10-PHUSPOSTRECON-5-1256-4500-0062-Yes-Basal-----8/7/2013 @ 7:20:42 AM

2. The submission provides text alignment to primary and secondary sources. Sources are noted and varied.

Documentation

COMMENTS: Yes, the product includes primary and secondary source analysis throughout the chapters as well as at the end of the book. In addition, one of the ancillary materials provides reading/note taking guides including a variety of graphic organizers that will help teachers utilize primary source documents with students.

CONCERNS: no comments

MET/NOT MET: Met

PEPH-43-130-10-PHUSPOSTRECON-5-1257-4500-0063-Yes-Basal-----8/7/2013 @ 7:20:42 AM

TEXTBOOK SCREENING INSTRUMENT

U. S. History/Geography 9-12

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3. *Questioning matches the rigor of the standards.*

Documentation

COMMENTS: Yes, questions are appropriate for the students of this course. There are a variety of questions that meet the different levels of questioning.

CONCERNS: no comment

MET/NOT MET: Met

PEPH-43-130-10-PHUSPOSTRECON-5-1258-4500-0064-Yes-Basal-----8/7/2013 @ 7:20:42 AM

4. *A majority of the questions and activities are text-dependent.*

Documentation

COMMENTS: Yes, many of the questions and activities are text dependent. The questions in the reading guide booklet are almost all based on short readings (also provided in the book) and the sections and chapters in the book are also followed by questions. There are also document analysis questions at the end of each chapter.

CONCERNS: no comment

MET/NOT MET: Met

PEPH-43-130-10-PHUSPOSTRECON-5-1259-4500-0065-Yes-Basal-----8/7/2013 @ 7:20:42 AM

TEXTBOOK SCREENING INSTRUMENT

U. S. History/Geography 9-12

September Consensus Review

III. Program Design

49-6-2202. (b) (3) In recommending textbooks for use in economics or business-oriented courses or programs, the commission should include at least one (1) textbook written, illustrated and exemplified in such a manner as to facilitate comprehension by all students, including those of disadvantaged socioeconomic circumstances and of culturally different backgrounds.

49-6-2202. (b) (4) In recommending textbooks for use in social studies, Tennessee history, American history or any related subject, the commission shall strive to recommend textbooks that accurately and comprehensively portray the full range of diversity and achievement of racial and ethnic minorities as well as the role and importance of religion in history.

A. Presentation

1. Content is accurate.

Documentation

COMMENTS: Yes, the content in the text appears to be accurate.

CONCERNS: No comment

MET/NOT MET: Met

PEPH-43-130-10-PHUSPOSTRECON-5-1260-4500-0066-Yes-Basal-----8/7/2013 @ 7:20:42 AM

2 Content accommodates that learning styles, interest and ability levels of students for this grade cluster/course.

Documentation

COMMENTS: The product does accommodate the various needs of the students in the course. For example, the package includes supplemental materials for lower level students (adapted reading/note/study guide) and for English Language Learners.

CONCERNS: no comment

MET/NOT MET: Met

PEPH-43-130-10-PHUSPOSTRECON-5-1261-4500-0067-Yes-Basal-----8/7/2013 @ 7:20:42 AM

TEXTBOOK SCREENING INSTRUMENT

U. S. History/Geography 9-12

September Consensus Review

3. *There are multiple opportunities for active learning.*

Documentation

COMMENTS: Yes, there are various opportunities for active learning throughout the package. The text has document based questions, among other things, and the graphic organizers in the note guide work book could be used in a variety of classroom activities. There is also a supplied rubric book for the many project based learning activities that teachers could use.

CONCERNS: no comment

MET/NOT MET: Met

PEPH-43-130-10-PHUSPOSTRECON-5-1262-4500-0068-Yes-Basal-----8/7/2013 @ 7:20:42 AM

***Note:** Social, ethnic, racial, religious, and gender bias is best determined at the local level where educators have in-depth knowledge of the culture and values of the community in which students live. Although social, ethnic, racial, religious, and gender bias is a local discussion, list any areas of concern for local review teams.*

B. Organization

1. *The organization and mechanics of the program are sequenced logically.*

Documentation

COMMENTS: The program is organized in a logical manner. The textbook is organized chronologically and the ancillary materials are organized in a logical way to coordinate with the text. The publisher has provided a guide to correlate the curriculum with the text which helps to find the appropriate primary source documents to coordinate with a lesson on that topic.

CONCERNS: no comment

MET/NOT MET: Met

PEPH-43-130-10-PHUSPOSTRECON-5-1263-4500-0069-Yes-Basal-----8/7/2013 @ 7:20:42 AM

TEXTBOOK SCREENING INSTRUMENT

U. S. History/Geography 9-12

September Consensus Review

2. *Technology components comprise and essential part of the program.*

Documentation

COMMENTS: Yes, there are significant technological components. The text comes with a teacher resource library CD with a e-book teacher's edition, lecture notes, and interactive white board lessons. In addition, the book comes with an accompanying web site with digital coursework and supporting documents.

CONCERNS: no comment

MET/NOT MET: Met

PEPH-43-130-10-PHUSPOSTRECON-5-1264-4500-0070-Yes-Basal-----8/7/2013 @ 7:20:42 AM

3. *The program includes appropriate teacher support.*

Documentation

COMMENTS: Yes, the program includes appropriate teacher support. The teacher's edition of the textbook includes a variety of resources and selected activities. In addition, the teacher resource library CD includes assistance in planning lectures and interactive white board presentations as well as test prep materials.

CONCERNS: no comment

MET/NOT MET: Met

PEPH-43-130-10-PHUSPOSTRECON-5-1265-4500-0071-Yes-Basal-----8/7/2013 @ 7:20:42 AM

TEXTBOOK SCREENING INSTRUMENT

U. S. History/Geography 9-12

September Consensus Review

IV. Assessment

1. Assessments are aligned to program content.

Documentation

COMMENTS: Yes, the provided assessments are aligned to the program content. The text provides a teacher test bank as well as questions throughout the chapters.

CONCERNS: no comment

MET/NOT MET: Met

PEPH-43-130-10-PHUSPOSTRECON-5-1266-4500-0072-Yes-Basal-----8/7/2013 @ 7:20:42 AM

2. *The program includes a variety of assessment options including, text-dependent writing prompts.*

Documentation

COMMENTS: Yes, the program provides a variety of assessment options. The text does include some writing prompts and each chapter has a document based question to help students analyze documents.

CONCERNS: no comment

MET/NOT MET: Met

PEPH-43-130-10-PHUSPOSTRECON-5-1267-4500-0073-Yes-Basal-----8/7/2013 @ 7:20:42 AM

TEXTBOOK SCREENING INSTRUMENT

U. S. History/Geography 9-12

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3. *The program provides diagnostic evaluation of student progress thought.*

Documentation

COMMENTS: Yes, there are a variety of checks for understanding throughout the program that will help teachers evaluate student progress. Specifically, the “AYP Monitoring Assessments” can be used throughout the course for this purpose.

CONCERNS: no comment

MET/NOT MET: Met

PEPH-43-130-10-PHUSPOSTRECON-5-1268-4500-0074-Yes-Basal-----8/7/2013 @ 7:20:42 AM

4. Assessments include text-dependent questions and primary sources.

Documentation

COMMENTS: Yes, there are document analysis questions in each chapter as well as in the student guide book. The document analysis questions are all primary sources and the student study guide uses secondary text for student analysis as well.

CONCERNS: no comment

MET/NOT MET: Met

PEPH-43-130-10-PHUSPOSTRECON-5-1269-4500-0075-Yes-Basal-----8/7/2013 @ 7:20:42 AM

TEXTBOOK SCREENING INSTRUMENT

U. S. History/Geography 9-12

September Consensus Review

V. Other Comments

Documentation

COMMENTS: Overall, this text seems to meet the needs of the classroom US History teacher. There are a variety of resources provided that will help the classroom teacher meet the needs of the students.

CONCERNS: no comment

MET/NOT MET: Met

PEPH-43-130-10-PHUSPOSTRECON-5-1270-4500-0076-Yes-Basal-----8/7/2013 @ 7:20:42 AM

VI. Components Reviewed

Documentation

PEPH-43-130-10-PHUSPOSTRECON-5-1271-4500-0077-Yes-Basal-----8/7/2013 @ 7:20:42 AM

VII. Commission Member Comments

Documentation

COMMENTS:

CONCERNS:

MET/NOT MET:

PEPH-43-130-10-PHUSPOSTRECON-5-1272-4500-0078-Yes-Basal-----8/7/2013 @ 7:20:42 AM