

TEXTBOOK SCREENING INSTRUMENT

U. S. Government 9-12

September Consensus Review

Book Code: HMH-43-120-10-USGOVPP-7

Category: 43-120-10

Area

Cluster

Subject:

Publisher:

Houghton Mifflin Harcourt

Title:

United States Government: Principles in Practice

Author: Fraga

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Withdrawn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.

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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: This textbook addresses 80% of the Tennessee Government Content Standards. It fully address our standards as they relate to national government and politics. The content that will focus specifically on Tennessee will need to come from supplemental materials, as the textbook only includes a general section on state and local governments.

On the whole, this textbook could be improved by including more primary texts, rather than simple explanations of the text, including Supreme Court decisions.

CONCERNS: Some of the content that is mentioned on the standards, but absent from this text, includes William Blackstone (GC1); Federalist 78 (GC6, GC8); the text of the Magna Carta (GC8); the Mayflower Compact text (GC8); Two Treatises (GC8); text of Federalist Papers 1, 9, and 39 (GC8); the “considered texts of (GC8); texts from Supreme Court cases mentioned in (GC18); and the Seneca Falls test (GC45).

Some of the content that is mentioned in the textbook, but only minimally, and includes: the influence of ancient Greece and Rome (GC1), Cuban Missile Crisis (GC22), the role of labor unions in terms of individual rights (GC35)

There is no specific information on Tennessee’s state government and officials (GC51-GC56; GC59). There are no excerpts from the Tennessee Constitution.

Discussion of state and local courts, as opposed to federal lower courts, (part of GC21) is absent from the textbook.

The textbook does not include information on the Great Society and the War Powers Act in terms of presidential power (GC22) and offers no discussion of the Gulf War or Bosnia (GC22).

Copyrights and Patents are only briefly mentioned under a section on the Expressed Powers and not in a larger discussion on individual rights (GC35).

There is little discussion on how civil society provides opportunities for individuals to associate for social, cultural, religious, economic, and political purposes (GC40) outside of the explanation of the scope of the 1st Amendment. This is also applicable to the case of the historical role of religion and religious diversity (GC42).

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MET/NOT MET: Met

HMH-43-120-10-USGOVPP-7-1311-4700-0001-Yes-Basal-----8/7/2013 @ 7:25:52 AM

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

Documentation

COMMENTS: The state social studies standards that this textbook either does not address or only partially addresses are: GC1, GC6, GC8, GC18, GC21, GC22, GC35, GC40, GC42, GC45, GC51, GC52, GC53, GC54, GC55, GC56, GC59.

CONCERNS: No Concerns

MET/NOT MET: Met

HMH-43-120-10-USGOVPP-7-1312-4700-0002-Yes-Basal-----8/7/2013 @ 7:25:52 AM

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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: The text complexity is appropriate. The authors highlight vocabulary words as well as underline and define “academic vocabulary” in the margins.

CONCERNS: No Concerns

MET/NOT MET: Met

HMH-43-120-10-USGOVPP-7-1313-4700-0003-Yes-Basal-----8/7/2013 @ 7:25:52 AM

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

Documentation

COMMENTS: The amount of primary sources may not be sufficient for the goals of the CCSS. While the textbook includes snippets of primary source text, they are few and far between, often simply embedded in the secondary text itself.

CONCERNS: No Concerns

MET/NOT MET: Not Meet

HMH-43-120-10-USGOVPP-7-1314-4700-0004-Yes-Basal-----8/7/2013 @ 7:25:52 AM

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

Documentation

COMMENTS: The questioning asks students to do a variety of authentic tasks (write an editorial, for instance). If a question asks for a straight forward response, it goes on to challenge students to defend the position. Section assessments are labeled with Bloom’s higher order thinking verbs such as “recall/elaborate,” “identify/develop,” “define/generalize.” The textbook has many opportunities for students to critically think about relevant, contemporary questions such as “Is the the federal bureaucracy too big?”

CONCERNS: No Concerns

MET/NOT MET: Met

HMH-43-120-10-USGOVPP-7-1315-4700-0005-Yes-Basal-----8/7/2013 @ 7:25:52 AM

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

Documentation

COMMENTS: The questions offered throughout the textbook ask for ideas that must be supported by the text. The book offers some primary sources and background information for its “Debating the Issue” sections.

Some questions, however, do ask students to think beyond the text in a way that students do not need the text in order to respond (ex. Applying Information on page 356).

CONCERNS: No Concerns

MET/NOT MET: Met

HMH-43-120-10-USGOVPP-7-1316-4700-0006-Yes-Basal-----8/7/2013 @ 7:25:52 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: No comment

CONCERNS: No Concerns

MET/NOT MET: Met

HMH-43-120-10-USGOVPP-7-1317-4700-0007-Yes-Basal-----8/7/2013 @ 7:25:52 AM

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

Documentation

COMMENTS: There are strong visual components that aid the text. There is a chart that serves as a good learning tool for the Preamble to the Constitution (GC3) as well as an interesting timeline on the history of political parties (GC24). These supplement the experience of reading the textbook for all learners.

There are also many opportunities to take the content of the textbook further into higher order thinking through debate and critical thinking exercises for more advanced students.

CONCERNS: Text may not provide enough rigor for honors/upper level students

MET/NOT MET: Met

HMH-43-120-10-USGOVPP-7-1318-4700-0008-Yes-Basal-----8/7/2013 @ 7:25:52 AM

3. There are multiple opportunities for active learning.

Documentation

COMMENTS: This book's strengths are in the Case Study activities and the Simulation activities that allow students to learn through doing. These activities are helpful for teachers and seem engaging to students.

CONCERNS: There is a lack of variety in skills needed for case study activities.

MET/NOT MET: Met

HMH-43-120-10-USGOVPP-7-1319-4700-0009-Yes-Basal-----8/7/2013 @ 7:25:52 AM

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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 textbook moves thoughtfully from the foundations of the United States government to the branches to the political process (application of the earlier topics) and finally to civil liberties and civil rights before moving onto an applied, interactive section. Many of the topics build off a previous concept.

CONCERNS: No Concerns

MET/NOT MET: Met

HMH-43-120-10-USGOVPP-7-1320-4700-0010-Yes-Basal-----8/7/2013 @ 7:25:52 AM

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

Documentation

COMMENTS: The technology may not be “essential” to understanding the book, but the textbook’s association with the History Channel online gives opportunity for further exploration.

CONCERNS: No Concerns

MET/NOT MET: Not Meet

HMH-43-120-10-USGOVPP-7-1321-4700-0011-Yes-Basal-----8/7/2013 @ 7:25:52 AM

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3. *The program includes appropriate teacher support.*

Documentation

COMMENTS: The simulations and case studies at the end of the textbook are supportive. Teacher's edition provides valuable suggestions for putting the page's content into practice.

CONCERNS: No Concerns

MET/NOT MET: Met

HMH-43-120-10-USGOVPP-7-1322-4700-0012-Yes-Basal-----8/7/2013 @ 7:25:52 AM

IV. Assessment

1. Assessments are aligned to program content.

Documentation

COMMENTS: No Concerns

CONCERNS: No Concerns

MET/NOT MET: Met

HMH-43-120-10-USGOVPP-7-1323-4700-0013-Yes-Basal-----8/7/2013 @ 7:25:52 AM

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

Documentation

COMMENTS: The Primary Source questions throughout the textbook are basic and ask for a simple interpretation of what is written or pictured. There are not questions on these sections that ask for text-dependent responses.

The Section Assessments at the end of each chapter are more complex, but still do not included a text by which to respond.

There are no text-based writing prompts in the Progress Assessment supplementary book.

CONCERNS: No Concerns

MET/NOT MET: Not Meet

HMH-43-120-10-USGOVPP-7-1324-4700-0014-Yes-Basal-----8/7/2013 @ 7:25:52 AM

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

Documentation

COMMENTS: There are regular questions that assess basic comprehension of the content at the end of each chapter as well as in the Progress Assessment supplement.

CONCERNS: No Concerns

MET/NOT MET: Met

HMH-43-120-10-USGOVPP-7-1325-4700-0015-Yes-Basal-----8/7/2013 @ 7:25:52 AM

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

Documentation

COMMENTS: There are few, if any, questions that combine higher order thinking with primary sources.

CONCERNS: No Concerns

MET/NOT MET: Not Meet

HMH-43-120-10-USGOVPP-7-1326-4700-0016-Yes-Basal-----8/7/2013 @ 7:25:52 AM

V. Other Comments

Documentation

COMMENTS: This is an easily accessible text that covers 80% of the components of Tennessee's new standards for Government and Civics. The book relies on interactive learning through activities and relevant questions.

The drawback of this text is its lack of higher order thinking questions that are based on a text. The textbook includes too few of the recommended primary texts from the standards.

CONCERNS: No Concerns

MET/NOT MET:

HMH-43-120-10-USGOVPP-7-1327-4700-0017-Yes-Basal-----8/7/2013 @ 7:25:52 AM

VI. Components Reviewed

Documentation

print/online text- student & teacher editions

Teacher One Stop disc- ExamView

Power presentations

Virtual File Cabinet (DVD)

printed material (same as digital resources)

HMH-43-120-10-USGOVPP-7-1328-4700-0018-Yes-Basal-----8/7/2013 @ 7:25:52 AM

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VII. Commission Member Comments

Documentation

COMMENTS:

CONCERNS:

MET/NOT MET:

HMH-43-120-10-USGOVPP-7-1329-4700-0019-Yes-Basal-----8/7/2013 @ 7:25:52 AM

TEXTBOOK SCREENING INSTRUMENT

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Book Code: PEPH-43-120-10-MAMGOVCIV-7

Category: 43-120-10

Area

Cluster

Subject:

Publisher:

Pearson Education Inc., publishing as

Prentice Hall

Title:

Magruder's American Government and Civics

Author: McClenaghan

Edition: 92nd

Copyright: 2014

ISBN:

Publisher's Bid Information

Bid Level

Basal

Delivery Method

T/TD

Reviewers' Analysis

Level

Basal

Delivery Method:

Traditional-T

Reviewers' Final Recommendation:

Yes

No

Withdrawn

Committee Members:

Committee members signatures are on file.

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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: The program addresses all standards thoroughly.

CONCERNS: No Concerns

MET/NOT MET: Met

PEPH-43-120-10-MAMGOVCIV-7-1445-4700-0137-Yes-Basal-----8/7/2013 @ 7:25:53 AM

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

Documentation

COMMENTS: Some standards (i.e. GC 2) are met by adding only the paragraph referred to in the standard. No critical thinking required on part of the student.

CONCERNS: No Concerns

MET/NOT MET: Met

PEPH-43-120-10-MAMGOVCIV-7-1446-4700-0138-Yes-Basal-----8/7/2013 @ 7:25:53 AM

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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: The text is appropriately complex, particularly due to the abundance of primary sources in this textbook.

CONCERNS: No Concerns

MET/NOT MET: Met

PEPH-43-120-10-MAMGOVCIV-7-1447-4700-0139-Yes-Basal-----8/7/2013 @ 7:25:53 AM

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

Documentation

COMMENTS: There are many relevant primary and secondary sources aligned with each chapter's content. There are also extended primary sources at the end of the book that address all requested readings from the standards.

Sources are indexed & easy to locate.

Online resources provide more primary/secondary sources to accompany chapters.

CONCERNS: No Concerns

MET/NOT MET: Met

PEPH-43-120-10-MAMGOVCIV-7-1448-4700-0140-Yes-Basal-----8/7/2013 @ 7:25:53 AM

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

Documentation

COMMENTS: Questioning ranges from simple review inquiries to complex, higher order thinking questions.

CONCERNS: No Concerns

MET/NOT MET: Met

PEPH-43-120-10-MAMGOVCIV-7-1449-4700-0141-Yes-Basal-----8/7/2013 @ 7:25:53 AM

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

Documentation

COMMENTS: There are many opportunities for text dependent writing, including the “Document Based Assessment” featured in each chapter.

CONCERNS: No Concerns

MET/NOT MET: Met

PEPH-43-120-10-MAMGOVCIV-7-1450-4700-0142-Yes-Basal-----8/7/2013 @ 7:25:53 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: Issues are presented with some attention given to opposing viewpoints, but the text pays more attention to the issues themselves and the political mechanisms for dealing with them than the debates surrounding them.

CONCERNS: No Concerns

MET/NOT MET: Met

PEPH-43-120-10-MAMGOVCIV-7-1451-4700-0143-Yes-Basal-----8/7/2013 @ 7:25:53 AM

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

Documentation

COMMENTS: There are many relevant examples used to illustrate the chapter content. The text also addresses issues from numerous cultures. This book is accessible to a range of learners.

CONCERNS: No Concerns

MET/NOT MET: Met

PEPH-43-120-10-MAMGOVCIV-7-1452-4700-0144-Yes-Basal-----8/7/2013 @ 7:25:53 AM

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

Documentation

COMMENTS: Nearly each page in the teacher's edition recommends an activity to help students learn the content. There are online activities as well.

CONCERNS: No Concerns

MET/NOT MET: Met

PEPH-43-120-10-MAMGOVCIV-7-1453-4700-0145-Yes-Basal-----8/7/2013 @ 7:25:53 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 textbook has a logical development. I would recommend more regularly incorporating throughout the textbook the "Tennessee" standards content added to the beginning of the book.

CONCERNS: No Concerns

MET/NOT MET: Met

PEPH-43-120-10-MAMGOVCIV-7-1454-4700-0146-Yes-Basal-----8/7/2013 @ 7:25:53 AM

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

Documentation

COMMENTS: While technology is not essential (the book can stand on its own), the supplements are useful for students and teachers.

CONCERNS: No Concerns

MET/NOT MET: Met

PEPH-43-120-10-MAMGOVCIV-7-1455-4700-0147-Yes-Basal-----8/7/2013 @ 7:25:53 AM

3. *The program includes appropriate teacher support.*

Documentation

COMMENTS: The teacher's edition provides lesson ideas, and there are question banks on the included CD-ROM.

CONCERNS: No Concerns

MET/NOT MET: Met

PEPH-43-120-10-MAMGOVCIV-7-1456-4700-0148-Yes-Basal-----8/7/2013 @ 7:25:53 AM

IV. Assessment

1. Assessments are aligned to program content.

Documentation

COMMENTS: All assessments are related to explicit learning goals in the textbook.

CONCERNS: No Concerns

MET/NOT MET: Met

PEPH-43-120-10-MAMGOVCIV-7-1457-4700-0149-Yes-Basal-----8/7/2013 @ 7:25:53 AM

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

Documentation

COMMENTS: The text-dependent writing prompts are a unique feature to this book. The essential questions journal offers even more differentiated activities for a variety of learners.

CONCERNS: No Concerns

MET/NOT MET: Met

PEPH-43-120-10-MAMGOVCIV-7-1458-4700-0150-Yes-Basal-----8/7/2013 @ 7:25:53 AM

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

Documentation

COMMENTS: There are regular checkpoints at each subchapter for students to engage with content questions.

CONCERNS: The Quick Study Guide is a useful addition to each chapter but could tie in with state standards/Common Core in a more apparent way

MET/NOT MET: Met

PEPH-43-120-10-MAMGOVCIV-7-1459-4700-0151-Yes-Basal-----8/7/2013 @ 7:25:53 AM

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

Documentation

COMMENTS: Document-based assessments exist for every chapter.

CONCERNS: No Concerns

MET/NOT MET: Met

PEPH-43-120-10-MAMGOVCIV-7-1460-4700-0152-Yes-Basal-----8/7/2013 @ 7:25:53 AM

V. Other Comments

Documentation

COMMENTS: This textbook clearly addresses all content standards in multiple ways. There is careful attention given to Tennessee's standards. The "Document-Based Assessments" are effective activities to meet the needs of the CCSS.

CONCERNS: The "Experience It" simulation contained no instructions on how to use the supplement.

MET/NOT MET:

PEPH-43-120-10-MAMGOVCIV-7-1461-4700-0153-Yes-Basal-----8/7/2013 @ 7:25:53 AM

VI. Components Reviewed

Documentation

textbook- teacher & student editions

essential questions journal

essential questions video

test bank

English language learners strategies

SuccessNet Plus

"Experience It" simulation

PEPH-43-120-10-MAMGOVCIV-7-1462-4700-0154-Yes-Basal-----8/7/2013 @ 7:25:53 AM

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VII. Commission Member Comments

Documentation

COMMENTS:

CONCERNS: No Concerns

MET/NOT MET:

PEPH-43-120-10-MAMGOVCIV-7-1463-4700-0155-Yes-Basal-----8/7/2013 @ 7:25:53 AM