

# TEXTBOOK SCREENING INSTRUMENT

## U. S. History/Geography 9-12

### September Consensus Review

**Book Code:** BFW-44-010-10-AMHIS-5

**Category:** 44-010-10

**Area**

**Cluster**

**Subject:**

**Publisher:**

**Bedford, Freeman and Worth Publishing Group**

**Title:**

America's History, 8th Edition

**Author:** James Henretta

**Edition:** 8

**Copyright:** 2014

**ISBN:** 9781457628931

#### **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Withdrawn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 70% of the content standards. Because this book is intended for the AP classroom, the College Board standards have been used to assess this criteria.

The program includes document books that can be used at teacher discretion to go into further depth and fill in any gaps in the curriculum.

CONCERNS: There are a few standards that are not addressed fully.

MET/NOT MET: Met

BFW-44-010-10-AMHIS-5-1216-4500-0022-Yes-Basal9781457628931-----8/7/2013 @ 7:20:42 AM

# TEXTBOOK SCREENING INSTRUMENT

## U. S. History/Geography 9-12

### September Consensus Review

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

#### **Documentation**

COMMENTS: As previously mentioned, this book is intended for the AP classroom and therefore the College Board standards were reviewed here.

2.1 - The text does not go into much detail regarding the Spanish, French, Dutch, and English interactions with the native peoples.

2.3 - The text does not fully address the depth of stereotyping and racial categories, especially within the Spanish and French communities.

3.1 The text does not seem to address this standard. (The continued presence of European powers in North America challenged the United States to find ways to safeguard its borders, maintain neutral trading rights, and promote its economic interests.)

3.2 - The text does not address revolutions in Latin America following the ideals set forth in the Declaration of Independence (but does address France and Haiti).

4.2 The text does not seem to address this standard (Migrants from Europe increased the population in the East and the Midwest, forging strong bonds of interdependence between the Northeast and the Old Northwest).

4.3 - The text does not go into detail in describing how slavery spread to the American southwest and the impact this had on sectionalism.

6.1 - The text does not use the specific vocabulary term “conspicuous consumption” - it does address the concept.

6.2 - The text does not fully address this standard in that it seems to leave out Mexican Americans. (The competition for land in the West among white settlers, Indians, and Mexican Americans led to an increase in violent conflict.)

9.3 - The text does not fully address this standard (Conflict in the Middle East and concerns about climate change led to debates over U.S. dependence on fossil fuels and the impact of economic consumption).

# TEXTBOOK SCREENING INSTRUMENT

## U. S. History/Geography 9-12

### September Consensus Review

While the text does not completely address (or address at all) some standards, the package does include document books to help teachers supplement within the classroom.

CONCERNS: The textbook is missing several standards. In addition, the order of the content is at times sporadic, making it difficult to find some standards (i.e. They are not always placed in the most logical places).

MET/NOT MET: Met

BFW-44-010-10-AMHIS-5-1217-4500-0023-Yes-Basal9781457628931-----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 this course. It is well written and provides an appropriate challenge to these type of students. The page layout is helpful - the bolded section headings are different colors which helps the reader break up the content as they go along. The text also includes pages for image analysis and other primary source activities.

CONCERNS: no comment

MET/NOT MET: Met

BFW-44-010-10-AMHIS-5-1218-4500-0024-Yes-Basal9781457628931-----8/7/2013 @ 7:20:42 AM

# TEXTBOOK SCREENING INSTRUMENT

## U. S. History/Geography 9-12

### September Consensus Review

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

#### Documentation

COMMENTS: Yes, there are many primary and secondary sources included in this package. The textbook includes many primary sources throughout each chapter and the supplemental resource books include many additional sources to accompany the textbook chapters.

CONCERNS: The textbook could include more documents and specifically could include document based questions to aid in preparation for the AP exam.

MET/NOT MET: Met

BFW-44-010-10-AMHIS-5-1219-4500-0025-Yes-Basal9781457628931-----8/7/2013 @ 7:20:42 AM

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

#### Documentation

COMMENTS: The questioning provided does match the appropriate rigor.

CONCERNS: There is not enough questioning within this package. It does not include practice multiple choice questions or document analysis/free response questions. There are discussion questions provided in the teacher resource book but it would be ideal to have questions that can be given to students to practice for the exam. The package also comes with “Strive for a 5” but this review is not enough to be used for the entire course.

MET/NOT MET: Met

BFW-44-010-10-AMHIS-5-1220-4500-0026-Yes-Basal9781457628931-----8/7/2013 @ 7:20:42 AM

# TEXTBOOK SCREENING INSTRUMENT

## U. S. History/Geography 9-12

### September Consensus Review

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

#### Documentation

COMMENTS: Yes, the questions provided are text dependent. However, as mentioned before, there are not enough questions.

CONCERNS: The package does not provide enough questions - multiple choice, DBQ, FRQ, etc.

MET/NOT MET: Met

BFW-44-010-10-AMHIS-5-1221-4500-0027-Yes-Basal9781457628931-----8/7/2013 @ 7:20:42 AM

### 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, content appears to be accurate.

CONCERNS: no comment

MET/NOT MET: Met

BFW-44-010-10-AMHIS-5-1222-4500-0028-Yes-Basal9781457628931-----8/7/2013 @ 7:20:42 AM

# TEXTBOOK SCREENING INSTRUMENT

## U. S. History/Geography 9-12

### September Consensus Review

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

#### **Documentation**

COMMENTS: Yes, content does accommodate the interests and needs of the students who take this course.

CONCERNS: no comment

MET/NOT MET: Met

BFW-44-010-10-AMHIS-5-1223-4500-0029-Yes-Basal9781457628931-----8/7/2013 @ 7:20:42 AM

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

#### **Documentation**

COMMENTS: Yes, there are opportunities for active learning. Many of the activities provided in the teacher resource guide could be used. Also, the instructor resource CD and web site provide additional ways for the teacher to plan lessons.

CONCERNS: no comment

MET/NOT MET: Met

BFW-44-010-10-AMHIS-5-1224-4500-0030-Yes-Basal9781457628931-----8/7/2013 @ 7:20:42 AM

# TEXTBOOK SCREENING INSTRUMENT

## U. S. History/Geography 9-12

### September Consensus Review

*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 text is organized well and sequenced (mostly) logically. The supplemental materials provided in this package are also sequenced the same way making it easier for the teacher to find appropriate extension materials. Having end of chapter review questions gives students an opportunity to check their own comprehension and the end of chapter timeline helps by giving a visual of the previous content.

CONCERNS: no comment

MET/NOT MET: Met

BFW-44-010-10-AMHIS-5-1225-4500-0031-Yes-Basal9781457628931-----8/7/2013 @ 7:20:42 AM

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

#### **Documentation**

COMMENTS: Yes, the program consists of technological elements. However, “essential” to the program seems inaccurate. The program does come with an e-book which is helpful as many students prefer to read and access content via technology (teachers, too) but it does not seem to go much further than that. The program also mentions having teacher resources online but I was not able to access that site.

CONCERNS: no comment

MET/NOT MET: Met

BFW-44-010-10-AMHIS-5-1226-4500-0032-Yes-Basal9781457628931-----8/7/2013 @ 7:20:42 AM

# TEXTBOOK SCREENING INSTRUMENT

## U. S. History/Geography 9-12

### September Consensus Review

3. *The program includes appropriate teacher support.*

#### **Documentation**

COMMENTS: Yes, the program does include appropriate teacher support. The program comes with a teacher resource guidebook, CD, and web site (have not been able to access this) to provide activities and information.

CONCERNS: Ideally, the program would include frq/dbq prompts and multiple choice questions to help teachers with assessment.

MET/NOT MET: Met

BFW-44-010-10-AMHIS-5-1227-4500-0033-Yes-Basal9781457628931-----8/7/2013 @ 7:20:42 AM

#### **IV. Assessment**

1. Assessments are aligned to program content.

#### **Documentation**

COMMENTS:

There are not many assessment options. The teacher resource book provides discussion questions that give teachers the opportunity for an informal assessment but, based on what we've been given, there do not seem to be any traditional assessments.

CONCERNS:

MET/NOT MET: Not Meet

BFW-44-010-10-AMHIS-5-1228-4500-0034-Yes-Basal9781457628931-----8/7/2013 @ 7:20:42 AM

# TEXTBOOK SCREENING INSTRUMENT

## U. S. History/Geography 9-12

### September Consensus Review

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

#### Documentation

COMMENTS: There are some text-dependent questions but are not necessarily “prompts” - the questions accompany the documents in the primary source books and are good for comprehension or as checks for understanding but not as prompts for written response essays.

CONCERNS: There are not a variety of assessments and there are not FRQ or DBQ practice prompts as would be needed to use this book in an AP course.

MET/NOT MET: Not Meet

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

#### Documentation

COMMENTS: As previously stated, there are not many forms of assessment in this program. The package does include an AP exam review book but that would not be enough to be used throughout the course and as a review and would not go as in depth as most teachers would want to throughout the course.

CONCERNS: no comment

MET/NOT MET: Not Meet

BFW-44-010-10-AMHIS-5-1230-4500-0036-Yes-Basal9781457628931-----8/7/2013 @ 7:20:42 AM

# TEXTBOOK SCREENING INSTRUMENT

## U. S. History/Geography 9-12

### September Consensus Review

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

#### Documentation

COMMENTS: The program does include text-dependent questions and primary sources both throughout the textbook and in the document resource books. Each document within the resource book is grouped with other similar documents and are parallel to the chapters in the textbook. Each document comes with comprehension question as well as “questions for further thought” to be used as discussion or analysis questions.

CONCERNS: no comment

MET/NOT MET: Met

BFW-44-010-10-AMHIS-5-1231-4500-0037-Yes-Basal9781457628931-----8/7/2013 @ 7:20:42 AM

#### V. Other Comments

#### Documentation

COMMENTS: Overall, the textbook could be used successfully in the AP classroom. However, a teacher would need to have a variety of additional resources, specifically assessments and written response prompts, in order to successfully teach the course. In addition, someone new to teaching this course would not be provided with any support from the textbook package in order to get started (multiple choice questions, alternative assessment techniques, digital images, power point, etc).

CONCERNS: no comment

MET/NOT MET: Met

BFW-44-010-10-AMHIS-5-1232-4500-0038-Yes-Basal9781457628931-----8/7/2013 @ 7:20:42 AM

#### VI. Components Reviewed

#### Documentation

BFW-44-010-10-AMHIS-5-1233-4500-0039-Yes-Basal9781457628931-----8/7/2013 @ 7:20:42 AM

**TEXTBOOK SCREENING INSTRUMENT**  
**U. S. History/Geography 9-12**  
**September Consensus Review**

**VII. Commission Member Comments**

**Documentation**

COMMENTS:

CONCERNS:

MET/NOT MET:

BFW-44-010-10-AMHIS-5-1234-4500-0040-Yes-Basal9781457628931-----8/7/2013 @ 7:20:42 AM

# TEXTBOOK SCREENING INSTRUMENT

## U. S. History/Geography 9-12

### September Consensus Review

**Book Code:** Ceng-44-010-10-AMPAG-5

**Category:** 44-010-10

**Area**

**Cluster**

**Subject:**

**Publisher:**

Cengage

**Title:**

The American Pageant

**Author:** Kennedy, et al

**Edition:** 15th

**Copyright:** 2013

**ISBN:**

#### Publisher's Bid Information

**Bid Level**

Alt-High

**Delivery Method**

T/TD

#### Reviewers' Analysis

**Level**

Alt-High

**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: The text address the majority of Advanced Placement standards as well as state content standards adequately. In addition, the available ancillary materials provide opportunities for extension of learning and add further depth to the standards that the text does not address completely. In addition, the text does address the appropriate themes and revised curriculum to represent the upcoming changes to the AP US Curriculum.

CONCERNS: While the majority of standards were addressed, a few seemed to be underdeveloped or missing altogether.

Overall, however, when considering College Board's upcoming changes to the curriculum, the text will continue to be applicable as many of the specific topics are at the teacher's discretion.

\*\*The publisher noted that The American Pageant, as was reviewed, meets the content standards as outlined by the College Board's requirements for the current Advanced Placement United States History course. They also noted that with the College Board's upcoming changes to the Advanced Placement United States History course, a new correlation will be made available.

MET/NOT MET: Met

Ceng-44-010-10-AMPAG-5-1197-4500-0001-Yes-Alt-High-----10/29/2013 @ 1:05:58 PM

# TEXTBOOK SCREENING INSTRUMENT

## U. S. History/Geography 9-12

### September Consensus Review

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

#### Documentation

COMMENTS: As this text is an Advanced Placement book, the College Board standards have been substituted in for the state standards. The state standards for this course are also met but below are the AP standards that are not fully met:

2.3 - Presence of slavery and development of strict racial categories among British colonists which contrasted the Spanish and French acceptance - Textbook describes British stereotyping but does not include detail about the Spanish or French.

3.3 - Northwest Ordinance for admitting new states, promote public education, protection of private property, restriction of slavery in Northwest - Very little, if any detail about this standard in text.

4.1 - Groups of Indians, women, and religious followers developed cultures reflecting their interests and experiences - The text describes the interests and experiences of many social subgroups but does not include much detail about the Native Americans.

6.1 - As cities grew... society enjoyed lives of extravagant “conspicuous consumption” - Text does not specifically use this vocabulary term but does describe the idea.

7.2 - “Great Migration” - Text does not fully describe the Great Migration, who it impacted, where they were going and why.

8.2 - Desegregation of the armed forces, Brown v Board, Civil Rights Acts - Text does not talk about desegregation of troops.

Text also does not address the social and economic inequalities and past injustices of Latinos, American Indians, and Asian Americans (8.2.II)

8.3 - Internal migration and changes in the postwar era - The text does talk about modern immigration but not in specific detail. It also could include more detail about the changes to the nuclear American family. This will continue to be an area of deficiency as the new College Board curriculum includes more content in the “Modern” era.

CONCERNS: No comments

MET/NOT MET: Met

Ceng-44-010-10-AMPAG-5-1198-4500-0002-Yes-Alt-High-----10/29/2013 @ 1:05:58 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, the text complexity seems appropriate for this grade level and course considering that it is an AP book for advanced courses. The text is written at an appropriate level for these students as they are high school students enrolled in a college level course. There is adequate complex vocabulary within the book and, the revisions to the book include highlighting/bolding of many of the key terms. This change makes it easier for students to notice important words. The text includes occasional puns and modern language which keep the reader interested as well as plenty of images and graphics that support the text. The chapters are broken up into appropriate content blocks and each one includes AP practice questions (something not included in the previous edition).

CONCERNS: no comment

MET/NOT MET: Met

Ceng-44-010-10-AMPAG-5-1199-4500-0003-Yes-Alt-High-----10/29/2013 @ 1:05:58 PM

# TEXTBOOK SCREENING INSTRUMENT

## U. S. History/Geography 9-12

### September Consensus Review

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

#### Documentation

COMMENTS: The text includes many primary and secondary sources. Within each chapter are sections “Examining the Evidence” and “Thinking Globally” and there are pictures, political cartoons, and graphs in each chapter, too. At the end of the book are practice “Document Based Questions” that provide students an opportunity to analyze documents and synthesize content knowledge.

The American Spirit books accompany the textbook and provide many additional documents as well as some political cartoons and images.

CONCERNS: no comment

MET/NOT MET: Met

Ceng-44-010-10-AMPAG-5-1200-4500-0004-Yes-Alt-High-----10/29/2013 @ 1:05:58 PM

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

#### Documentation

COMMENTS: The text includes practice AP multiple choice questions at the end of each chapter. It also includes practice Document analysis questions at the end of the book. The American Spirit also includes “Thought Provokers” at the end of each document set that can review reading comprehension or to guide class discussion. The teacher materials include a Quizbook with many practice multiple choice questions, short answer/free response questions, map practices, etc. These questions are written at an appropriate level and provide many opportunities to help the students prepare for the AP exam.

CONCERNS: no comment

MET/NOT MET: Met

Ceng-44-010-10-AMPAG-5-1201-4500-0005-Yes-Alt-High-----10/29/2013 @ 1:05:58 PM

# TEXTBOOK SCREENING INSTRUMENT

## U. S. History/Geography 9-12

### September Consensus Review

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

#### **Documentation**

COMMENTS: Considering that the text includes document based questions and The American Spirit includes so many documents with analytical questions, yes the questions and activities are almost all text dependent.

CONCERNS: no comment

MET/NOT MET: Met

Ceng-44-010-10-AMPAG-5-1202-4500-0006-Yes-Alt-High-----10/29/2013 @ 1:05:58 PM

# 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: The content is accurate. While it could include more details about certain underrepresented groups (such as Native Americans or Hispanic Americans) it does provide details about other groups such as African Americans and women. In addition, the text describes the economic development of the country which includes the various immigrant populations and settlement patterns (Irish, German, Italian, etc.) that include many students' lineages.

CONCERNS: no comment

MET/NOT MET: Met

Ceng-44-010-10-AMPAG-5-1203-4500-0007-Yes-Alt-High-----10/29/2013 @ 1:05:58 PM

# TEXTBOOK SCREENING INSTRUMENT

## U. S. History/Geography 9-12

### September Consensus Review

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

#### **Documentation**

COMMENTS: The content does accommodate the interests and ability levels of the students who take this course.

CONCERNS: no comment

MET/NOT MET: Met

Ceng-44-010-10-AMPAG-5-1204-4500-0008-Yes-Alt-High-----10/29/2013 @ 1:05:58 PM

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

#### **Documentation**

COMMENTS: Yes, the text provides many extensions within the main textbook for active learning as well as in the ancillary materials.

At the end of each chapter, students are given a list of resources “to learn more” as well as a link to the CourseMate web site for study tools, review materials, and audio/video clips. Aside from the textbook, The American Spirit, Student Guidebook, and Fast Track to a 5 books provide additional activities and ways to extend learning.

CONCERNS: no comment

MET/NOT MET: Met

Ceng-44-010-10-AMPAG-5-1205-4500-0009-Yes-Alt-High-----10/29/2013 @ 1:05:58 PM

# TEXTBOOK SCREENING INSTRUMENT

## U. S. History/Geography 9-12

### September Consensus Review

*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 text is written chronologically and logically.

CONCERNS: no comment

MET/NOT MET: Met

Ceng-44-010-10-AMPAG-5-1206-4500-0010-Yes-Alt-High-----10/29/2013 @ 1:05:58 PM

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

#### **Documentation**

COMMENTS: There are a variety of great technological components. There are online resources that allow students access to the text (which many students prefer) as well as other resources and review materials. There are also teacher resources such as a test generator, predesigned Power Point lectures, as well as an image library to aid in finding those items and even questions to be used with the classroom clicker technology.

CONCERNS: no comment

MET/NOT MET: Met

Ceng-44-010-10-AMPAG-5-1207-4500-0011-Yes-Alt-High-----10/29/2013 @ 1:05:58 PM

**TEXTBOOK SCREENING INSTRUMENT**  
**U. S. History/Geography 9-12**  
**September Consensus Review**

3. *The program includes appropriate teacher support.*

**Documentation**

COMMENTS: The program includes a good deal of teacher support, especially considering the level of the course. The teacher guidebook provides a large number of practice multiple choice and free response questions. The DVD resources are also helpful including the prewritten power point presentations and the testbank.

CONCERNS: no comment

MET/NOT MET: Met

Ceng-44-010-10-AMPAG-5-1208-4500-0012-Yes-Alt-High-----10/29/2013 @ 1:05:58 PM

**IV. Assessment**

1. Assessments are aligned to program content.

**Documentation**

COMMENTS: Yes, provided assessments are aligned with the content.

CONCERNS: no comment

MET/NOT MET: Met

Ceng-44-010-10-AMPAG-5-1209-4500-0013-Yes-Alt-High-----10/29/2013 @ 1:05:58 PM

# TEXTBOOK SCREENING INSTRUMENT

## U. S. History/Geography 9-12

### September Consensus Review

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

#### Documentation

COMMENTS: Yes, the program includes a variety of assessment including document analysis questions, free response prompts, multiple choice, and clicker quiz questions.

CONCERNS: no comment

MET/NOT MET: Met

Ceng-44-010-10-AMPAG-5-1210-4500-0014-Yes-Alt-High-----10/29/2013 @ 1:05:58 PM

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

#### Documentation

COMMENTS: The program provides diagnostic evaluation through a variety of assessment techniques.

CONCERNS: no comment

MET/NOT MET: Met

Ceng-44-010-10-AMPAG-5-1211-4500-0015-Yes-Alt-High-----10/29/2013 @ 1:05:58 PM

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

#### Documentation

COMMENTS: Yes, there are many assessment options that include text-dependent questions and primary sources.

CONCERNS: no comment

MET/NOT MET: Met

Ceng-44-010-10-AMPAG-5-1212-4500-0016-Yes-Alt-High-----10/29/2013 @ 1:05:58 PM

**TEXTBOOK SCREENING INSTRUMENT**  
**U. S. History/Geography 9-12**  
**September Consensus Review**

**V. Other Comments**

**Documentation**

COMMENTS: Overall, I feel that this text is appropriate for use in an Advanced Placement classroom. The textbook meets the content requirements and reading level of the course and the support materials provide valuable additional resources.

CONCERNS: no comment

MET/NOT MET: Met

Ceng-44-010-10-AMPAG-5-1213-4500-0017-Yes-Alt-High-----10/29/2013 @ 1:05:58 PM

**VI. Components Reviewed**

**Documentation**

Ceng-44-010-10-AMPAG-5-1214-4500-0018-Yes-Alt-High-----10/29/2013 @ 1:05:58 PM

**VII. Commission Member Comments**

**Documentation**

COMMENTS:

CONCERNS:

MET/NOT MET:

Ceng-44-010-10-AMPAG-5-1215-4500-0019-Yes-Alt-High-----10/29/2013 @ 1:05:58 PM

# TEXTBOOK SCREENING INSTRUMENT

## U. S. History/Geography 9-12

September Consensus Review

**Book Code:** McGH-44-010-10-APAMHIS-5

**Category:** 44-010-10

**Area**

**Cluster**

**Subject:**

**Publisher:**

**McGraw-Hill School Education LLC**

**Title:**

AP AMERICAN HISTORY AP EDITION (BRINKLEY)

**Author:** Brinkley

**Edition:** 14th

**Copyright:** 2012

**ISBN:** 9780076621422

### Publisher's Bid Information

**Bid Level**

Alt-High

**Delivery Method**

T

### Reviewers' Analysis

**Level**

Alt-High

**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 appropriate curriculum standards. Because this book is intended for the AP classroom, the College Board standards were used to review.

CONCERNS: No comment.

MET/NOT MET: Met

McGH-44-010-10-APAMHIS-5-1235-4500-0041-Yes-Alt-High9780076621422-----8/7/2013 @ 7:20:42 AM

# TEXTBOOK SCREENING INSTRUMENT

## U. S. History/Geography 9-12

### September Consensus Review

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

#### Documentation

COMMENTS: 2.3 - The text does not fully address the standard (The presence of slavery and the impact of colonial wars stimulated the growth of ideas and race in this Atlantic system, leading to the emergence of racial stereotyping and the development of strict racial categories among British colonists, which contrasted with Spanish and French acceptance of racial gradations.)

3.2 - The text does not fully address the standard (Protestant evangelical religious fervor strengthened many British colonists' understanding of themselves as a chosen people blessed with liberty, while enlightenment philosophers and ideas inspired many American political thinkers to emphasize individual talent over hereditary privilege.)

3.2 - The text only partially addresses this standard. (The American Revolution and the ideals set forth in the Declaration of Independence had reverberations in France, Haiti, and Latin America, inspiring future rebellions.)

3.3 - The text does not seem to address this standard (Enlightenment ideas and women's experiences in the movement for independence promoted an ideal of "republican motherhood").

4.1 The text does not seem to address this standard (A new national culture emerged, with various Americans creating art, architecture, and literature that combined European forms with local and regional cultural sensibilities).

4.1 The text does not seem to address this standard (Various groups of American Indians, women, and religious followers developed cultures reflecting their interests and experiences, as did regional groups and an emerging urban middle class.

4.2 - The text does not completely address this standard (Despite some government and private efforts to create a unified national economy, most notably the American System, the shift to market production linked the North and the Midwest more closely than either was linked to the South.)

6.1 - The text does not specifically mention the term "conspicuous consumption" but does address the concept.

8.1 The text does not fully address this standard (Postwar decolonization and the emergence of powerful nationalist movements in Asia, Africa, and the Middle East led both sides in the Cold War to seek allies among new nations, many of which remained nonaligned).

8.2 The text only partially addresses this standard (Latinos, American Indians, and Asian Americans

# TEXTBOOK SCREENING INSTRUMENT

## U. S. History/Geography 9-12

### September Consensus Review

began to demand social and economic equality and a redress of past injustices).

9.3 The text does not fully address this standard (The new migrants affected U.S. culture in many ways and supplied the economy with an important labor force, but they also became the focus of intense political, economic, and cultural debates).

CONCERNS: While the text does not fully address all the standards, the publisher did provide a correlation guide to help find curriculum within the text. However, the layout of the text could be more logically aligned so that this guide is not necessary.

MET/NOT MET: Met

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

CONCERNS: no comment

MET/NOT MET: Met

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# TEXTBOOK SCREENING INSTRUMENT

## U. S. History/Geography 9-12

### September Consensus Review

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

#### Documentation

COMMENTS: The textbook includes some primary/secondary sources but the product did not come with ancillary materials, support texts, resource web sites, etc.

CONCERNS: The text was not accompanied by any support materials aside from a web site that was just an e-version of the textbook. While that is helpful, it does not provide any additional resources.

MET/NOT MET: Not Meet

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

#### Documentation

COMMENTS: The rigor of the questions within the text could be more challenging, considering that this is an AP course. I like that the text provides end of chapter questions for student reflection but they are simple recall questions and do not involve higher order thinking skills. It does also include prediction questions at the start of each chapter but, again, these do not vary the skill level.

CONCERNS: The text package we were provided with did not allow access to the teacher resource web site and student resource web site that the publisher suggested would be available. Therefore, this review refers only to what we've been given. The text does not provide any questions to prepare for the AP exam or even to represent the rigor of the exam. There are no multiple choice questions or short answer/free response prompts.

MET/NOT MET: Not Meet

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# TEXTBOOK SCREENING INSTRUMENT

## U. S. History/Geography 9-12

### September Consensus Review

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

#### Documentation

COMMENTS: Yes, the activities/questions provided are text dependent.

CONCERNS: However, there are not many activities/questions to really consider them as a viable teaching resource.

MET/NOT MET: Met

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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 in the textbook appears to be accurate.

CONCERNS: no comment

MET/NOT MET: Met

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**TEXTBOOK SCREENING INSTRUMENT**  
**U. S. History/Geography 9-12**  
**September Consensus Review**

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

**Documentation**

COMMENTS: Yes, the content is appropriate for the students who are taking this course.

CONCERNS: no comment

MET/NOT MET: Met

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

**Documentation**

COMMENTS: No, there are not opportunities for active learning provided in the textbook. The publisher mentions access to a teacher resource web site but we have not been able to access that site to see any possible activities.

CONCERNS: There do not seem to be any supplemental texts or web resources for this book and therefore it does not provide any opportunities for active learning.

MET/NOT MET: Not Meet

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# TEXTBOOK SCREENING INSTRUMENT

## U. S. History/Geography 9-12

### September Consensus Review

*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 textbook is organized logically (chronologically).

CONCERNS: No comment.

MET/NOT MET: Met

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

#### **Documentation**

COMMENTS: No, technology is not an essential component of the program. The only technology provided with this text is an online e-book. While many students enjoy having access to an e-book, this is not essential, nor does it add anything educational.

CONCERNS: no additional comments - the text does not include technology

MET/NOT MET: Not Meet

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**TEXTBOOK SCREENING INSTRUMENT**  
**U. S. History/Geography 9-12**  
**September Consensus Review**

3. *The program includes appropriate teacher support.*

**Documentation**

COMMENTS: No, the program did not provide any teacher support. The publisher refers to a teacher web site but did not provide access to this site.

CONCERNS: no comment

MET/NOT MET: Not Meet

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**IV. Assessment**

1. Assessments are aligned to program content.

**Documentation**

COMMENTS: The provided materials do not provide assessments.

CONCERNS: no comment

MET/NOT MET: Not Meet

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

**Documentation**

COMMENTS: The program does not include assessment options.

CONCERNS: no comment

MET/NOT MET: Not Meet

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**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 does not provide diagnostic evaluation.

CONCERNS: no comment

MET/NOT MET: Not Meet

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

**Documentation**

COMMENTS: Yes, the only assessment provided in the text are the end of chapter questions that are considered text dependent.

CONCERNS: There are not enough assessment opportunities within the text, nor are there ancillary materials for additional support.

MET/NOT MET: Not Meet

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**V. Other Comments**

**Documentation**

COMMENTS: This text is well written and contains appropriate content for the high school AP students. However, without the appropriate ancillary materials, it would be a challenge to use this text in the classroom.

CONCERNS: no comment

MET/NOT MET: Not Meet

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**TEXTBOOK SCREENING INSTRUMENT**  
**U. S. History/Geography 9-12**  
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**VI. Components Reviewed**

**Documentation**

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**VII. Commission Member Comments**

**Documentation**

COMMENTS:

CONCERNS:

MET/NOT MET:

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