

TEXTBOOK SCREENING INSTRUMENT

Social Studies 4-5

September Consensus Review

Book Code: ALP-41-010-40-USASWAAR-2

Category: 41-010-40

Area

Cluster

Subject:

Publisher:

American Legacy Publishing

Title:

USA Studies Weekly—Ancient America to Reconstruction (Consumable 6 Year Subscription)

Author: Monica Sherwin, Robin Gutierrez

Edition: 3

Copyright: 2013

ISBN: 1544-0192

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☐ Withdrawn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:

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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 nearly 70% of the standards.

CONCERNS:

MET/NOT MET: Met

ALP-41-010-40-USASWAAR-2-969-C6202-1309-Yes-Basal1544-0192-----9/16/2013 @ 2:14:52 PM

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

Documentation

COMMENTS: 4.3--The terms gulf, isthmus, cape, etc., are not defined.

4.6--Not addressed.

4.11--Not addressed.

4.21--Franklin only briefly addressed; no Join or Die or Albany Plan.

4.27 First and second-hand accounts not addressed.

4.29--Hamilton and Benedict Arnold

4.31--None of these items is mentioned except Lexington and Concord.

4.32--None of the figures is addressed.

4.35--None of the figures is addressed.

4.39--The term “3/5 Compromise” is not used.

4.44--Pierre L’Enfant not addressed.

4.47--Zebulon Pike was not addressed.

4.49--All addressed except Tecumseh, Tippecanoe, and Harrison.

4.50--No explanation of the lyrics of “The Star-Spangled Banner.”

4.51--Battle of Horseshoe Bend and Volunteers not mentioned.

4.55--This standard is not addressed in depth.

4.56--Treaty of New Echota and John Ross not addressed.

4.57--Only partially met--Fulton not addressed.

4.63--No information related to Polk and Texas Statehood.

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4.64--No information except Winfield Scott.

4.65--None of the figures is addressed.

CONCERNS:

MET/NOT MET: Met

ALP-41-010-40-USASWAAR-2-970-C6202-1310-Yes-Basal1544-0192-----8/6/2013 @ 1:22:51 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: See below.

CONCERNS: Too much of the text is taken up by extraneous information (conversations between the kid narrators and their jokes) that detracts from the significance of the historical content. This is even more of a concern for the advanced learners who require a higher level of text complexity in order to be challenged.

MET/NOT MET: Met

ALP-41-010-40-USASWAAR-2-971-C6202-1311-Yes-Basal1544-0192-----8/6/2013 @ 1:22:51 PM

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

Documentation

COMMENTS: See below.

CONCERNS: There are only a few primary sources with limited opportunity for engagement, and virtually no secondary sources.

MET/NOT MET: Met

ALP-41-010-40-USASWAAR-2-972-C6202-1312-Yes-Basal1544-0192-----8/6/2013 @ 1:22:51 PM

3. Questioning matches the rigor of the standards.

Documentation

COMMENTS: There are a few times when students are asked to carry out tasks such as write an expository essay or compare/contrast.

CONCERNS: The questions are lower-level, text-to-self (such as, “How has a map helped you?”) and they require memorization, not critical thinking.

MET/NOT MET: Met

ALP-41-010-40-USASWAAR-2-973-C6202-1313-Yes-Basal1544-0192-----8/6/2013 @ 1:22:51 PM

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

Documentation

COMMENTS: See below.

CONCERNS: There is great concern that the questions use basic recall (“Where does the Mississippi end?”) and there are too many crossword puzzles that focus primarily on vocabulary and filling in blanks. Common Core requires students to “analyze,” “explain,” or “describe,” as well as use evidence from the text to support an idea.

MET/NOT MET: Not Meet

ALP-41-010-40-USASWAAR-2-974-C6202-1314-Yes-Basal1544-0192-----8/6/2013 @ 1:22:51 PM

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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:

MET/NOT MET:

ALP-41-010-40-USASWAAR-2-975-C6202-1315-Yes-Basal1544-0192-----8/6/2013 @ 1:22:51 PM

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

Documentation

COMMENTS: It delivers the content in a kid-friendly, approachable way that is attractive to 4th graders.

CONCERNS: Text is overly simplistic and does not offer opportunities for students to analyze or synthesize information.

Too many low-level activities such as “color the map” and “fill in the blank.”

There is not much differentiation for ELL or higher-achieving students.

MET/NOT MET: Met

ALP-41-010-40-USASWAAR-2-976-C6202-1316-Yes-Basal1544-0192-----8/6/2013 @ 1:22:51 PM

3. There are multiple opportunities for active learning.

Documentation

COMMENTS: There are various active learning strategies, such as making dolls, creating charts and Venn diagrams, and timelines.

CONCERNS: Too much reliance on crossword puzzles, not enough critical thinking questions.

In Week 12, “Cotton-Pickin’ Singing” is racially biased and makes light of the conditions in which the slaves had to work and live. References to “cracking whips” minimizes the gravity of the physical abuse the slaves endured.

Week 3: “What’s in a name” regarding sports teams mentions a poll conducted by Sports Illustrated without mentioning the bias of such polls.

Week 24: “Southerners wanted new states to allow slavery. Northerners wanted slavery to be against the law all over the United States.” This is an oversimplification and a generalization.

MET/NOT MET: Met

ALP-41-010-40-USASWAAR-2-977-C6202-1317-Yes-Basal1544-0192-----8/6/2013 @ 1:22:51 PM

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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: Yes, no issues with the sequence.

CONCERNS:

MET/NOT MET: Met

ALP-41-010-40-USASWAAR-2-978-C6202-1318-Yes-Basal1544-0192-----8/6/2013 @ 1:22:51 PM

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

Documentation

COMMENTS: See below.

CONCERNS: The QR Code is a nice idea, but many teachers do not have access to devices, such as iPads and iPhones, that can read the codes.

Also, there is concern that some of the QR Codes link to Facebook, which is not accessible on school system networks.

MET/NOT MET: Met

ALP-41-010-40-USASWAAR-2-979-C6202-1319-Yes-Basal1544-0192-----8/6/2013 @ 1:22:51 PM

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3. *The program includes appropriate teacher support.*

Documentation

COMMENTS: See below.

CONCERNS: The teacher guides provide minimal background information and ideas for activities or projects. The guides are also loose-leaf and would be easier to lose track of. The questions do not require higher-level thinking skills.

MET/NOT MET: Met

ALP-41-010-40-USASWAAR-2-980-C6202-1320-Yes-Basal1544-0192-----8/6/2013 @ 1:22:51 PM

IV. Assessment

1. Assessments are aligned to program content.

Documentation

COMMENTS: It is beneficial to the teacher that the test questions online can be edited to align with the Common Core.

CONCERNS: The questions are primarily multiple-choice in the style of standardized tests. Even the short-answer questions rely on recall.

The assessments online contain a high number of typos.

MET/NOT MET: Met

ALP-41-010-40-USASWAAR-2-981-C6202-1321-Yes-Basal1544-0192-----8/6/2013 @ 1:22:51 PM

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

Documentation

COMMENTS: The assessments are primarily multiple-choice and there are no differentiated assessments.

CONCERNS: There are writing assessments, but they are not text-dependent (“Write a letter to a king or queen asking for help”). There are minimal expository writing assignments.

MET/NOT MET: Met

ALP-41-010-40-USASWAAR-2-982-C6202-1322-Yes-Basal1544-0192-----8/6/2013 @ 1:22:51 PM

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

Documentation

COMMENTS: No comment.

CONCERNS:

MET/NOT MET:

ALP-41-010-40-USASWAAR-2-983-C6202-1323-Yes-Basal1544-0192-----8/6/2013 @ 1:22:51 PM

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

Documentation

COMMENTS: See below.

CONCERNS: There are no text-dependent questions.

There are very few, if any, primary source documents utilized.

MET/NOT MET: Met

ALP-41-010-40-USASWAAR-2-984-C6202-1324-Yes-Basal1544-0192-----8/6/2013 @ 1:22:51 PM

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V. Other Comments

Documentation

COMMENTS: There is a disconnect between the cartoon characters and the discussion of somber moments in our nation's history, such as the Trail of Tears and slavery. The way the material is presented sends a message that history has little merit on its own.

CONCERNS: The text is watered down and might be a good supplement to a textbook, but could not stand on its own as the major source of social studies standards.

MET/NOT MET: Met

ALP-41-010-40-USASWAAR-2-985-C6202-1325-Yes-Basal1544-0192-----8/6/2013 @ 1:22:51 PM

VI. Components Reviewed

Documentation

USA Studies Weekly--Ancient America to Reconstruction (Consumable 6 Year Subscription)

USA Studies Weekly--Ancient America to Reconstruction (Teacher Resource)

USA Studies Weekly--Ancient America to Reconstruction (Special Issues TN History/Geography)

USA Studies Weekly--Ancient America to Reconstruction (Online versions)

ALP-41-010-40-USASWAAR-2-986-C6202-1326-Yes-Basal1544-0192-----8/6/2013 @ 1:22:51 PM

VII. Commission Member Comments

Documentation

COMMENTS:

CONCERNS:

MET/NOT MET:

ALP-41-010-40-USASWAAR-2-987-C6202-1327-Yes-Basal1544-0192-----8/6/2013 @ 1:22:51 PM

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Book Code: GSP-41-010-40-TNTTEARLY-2

Category: 41-010-40

Area

Cluster

Subject:

Publisher:

Gibbs Smith Publisher

Title:

Tennessee Through Time: The Early Years

Author: Contributing Authors Carole Stanford Bucy and Charlene S. Kerwin

Edition: 2nd

Copyright: 2014

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.

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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: Yes, the content addresses well over 70% of the standards.

CONCERNS:

MET/NOT MET: Met

GSP-41-010-40-TNTTEARLY-2-931-C6202-1271-Yes-Basal-----9/16/2013 @ 2:47:45 PM

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

Documentation

COMMENTS: II. All Social Studies standards appear to have been met except:

4.29 Henry, Hamilton, John Adams, Hancock, Arnold are not in the student text or only very briefly mentioned, although they are in the teacher's edition.

4.31 Valley Forge and Saratoga do not appear to be mentioned. Lexington and Concord are in the teacher's edition.

Standard 4.32 Marquis de Lafayette, Kosciuszko, and von Steuben cannot be found in the Teacher Guide or student edition as the standard correlations suggest.

Standard 4.35 The only figure mentioned is Abigail Adams to refer to in a primary source document; no Molly Pitcher, Phyllis Wheatley, or Warren.

Standard 4.49 Most of the bullet points were covered except for: Tippecanoe and Harrison.

Standard 4.57 only Eli Whitney is mentioned.

CONCERNS: Some of these objectives are in teacher's edition only and can be met if teacher adheres to teacher's manual as guide. Some of the above mentioned explorers are mentioned only in charts or tables with minimal information.

* Text was edited to include more Revolutionary figures.

MET/NOT MET: Met

GSP-41-010-40-TNTTEARLY-2-932-C6202-1272-Yes-Basal-----9/16/2013 @ 2:18:58 PM

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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 Lexile level is quoted to be 775; however, the text does not appear to be that complex or challenging.

CONCERNS: There is an over reliance on short, simple sentences within the student text. More Tier II words are needed.

MET/NOT MET: Met

GSP-41-010-40-TNTTEARLY-2-933-C6202-1273-Yes-Basal-----8/6/2013 @ 1:22:51 PM

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

Documentation

COMMENTS: More practice with primary sources is needed. There are too many excerpts of sources that do not provide adequate coverage of the standard. Many of them are referred to as “to come,” so if the texts are edited to include more sources, then the program does provide adequate alignment.

CONCERNS:

MET/NOT MET: Met

GSP-41-010-40-TNTTEARLY-2-934-C6202-1274-Yes-Basal-----8/6/2013 @ 1:22:51 PM

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

Documentation

COMMENTS: Too many basic knowledge questions that rely on recall and not enough questions that ask students to expand, create, or summarize. The questions in the Student Guide involve a lot of drawing and visualizing, as well as “What do you think?” types of questions. While these are creative and developmentally-appropriate, they do not come close to the level of rigor that the standards demand. There are few, if any, questions that ask students to research, analyze, integrate, or explain topics or historical figures.

CONCERNS: Too many text-to-self questions are included; these need to be minimized in order to meet text dependent CCSS standards.

*Questions were edited and scaffolded to allow for more rigor.

MET/NOT MET: Met

GSP-41-010-40-TNTTEARLY-2-935-C6202-1275-Yes-Basal-----9/16/2013 @ 2:19:38 PM

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

Documentation

COMMENTS: The questions are text-dependent in that they require students to look back in their textbook for answers, but the questions do not ask students for answers that require them to provide evidence for an argument. For instance, students are asked to provide definitions of vocabulary words, or provide answers to questions about what the Native Americans ate, but these are simple, lower-level types of questions that simply require students to flip back to a certain page and retrieve the answer.

CONCERNS: *Questions were rewritten to better allow for rigor.

MET/NOT MET: Met

GSP-41-010-40-TNTTEARLY-2-936-C6202-1276-Yes-Basal-----9/16/2013 @ 2:35:12 PM

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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: N/A

CONCERNS:

MET/NOT MET:

GSP-41-010-40-TNTTEARLY-2-937-C6202-1277-Yes-Basal-----8/6/2013 @ 1:22:51 PM

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

Documentation

COMMENTS: The text does accommodate a number of learning abilities and interests, and there is an ELL/modified chapter guide included with the program. There is a variety of activities and projects in the Teacher Guide that touch on different learning styles.

CONCERNS:

MET/NOT MET: Met

GSP-41-010-40-TNTTEARLY-2-938-C6202-1278-Yes-Basal-----8/6/2013 @ 1:22:51 PM

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

Documentation

COMMENTS: Active learning would take place as most of the workbook pages require students to work on them as they are reading the text.

CONCERNS: Page 331 in student edition quotes, “Some slave owners treated their slaves with kindness.” Owning another person negates kindness. It also refers to the slaves singing and living in communities that might imply that the slaves were happy and healthy.

* This section of the text has been rewritten to emphasize that slave owners did not necessarily view their slaves as humans and that the slaves singing was a way to relieve suffering.

MET/NOT MET: Met

GSP-41-010-40-TNTTEARLY-2-939-C6202-1279-Yes-Basal-----9/16/2013 @ 2:32:06 PM

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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: See below

CONCERNS: The toggling back and forth between national and Tennessee issues/tie-in is sometimes disjointed.

The 4th grade text is heavy with slavery and Civil War events (the standards end at 1850), and there is not enough emphasis on the American Revolution. Too much information on Tennessee history instead of approaching the whole story of the American Revolution.

* The texts were realigned to be better correlated with the new standards.

MET/NOT MET: Met

GSP-41-010-40-TNTTEARLY-2-940-C6202-1280-Yes-Basal-----9/16/2013 @ 2:31:25 PM

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

Documentation

COMMENTS: There is a variety of technological components and resources in the teacher's edition.

CONCERNS: In the student edition, there are few opportunities for activities that involve technology. There are references to YouTube videos which are inaccessible at school.

MET/NOT MET: Met

GSP-41-010-40-TNTTEARLY-2-941-C6202-1281-Yes-Basal-----8/6/2013 @ 1:22:51 PM

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3. *The program includes appropriate teacher support.*

Documentation

COMMENTS: Yes, the teacher guide provides thorough questions, lesson instructions, as well as ideas for individual and small group activities.

CONCERNS:

MET/NOT MET: Met

GSP-41-010-40-TNTTEARLY-2-942-C6202-1282-Yes-Basal-----8/6/2013 @ 1:22:51 PM

IV. Assessment

1. Assessments are aligned to program content.

Documentation

COMMENTS: The study questions within the chapters ask what the standards ask, and the assessments are thorough. However, the multiple-choice questions are standardized-style test questions; however, there are opportunities for assessments through projects and writing.

CONCERNS: The rubric for projects needs to be reproducible and in a more student-friendly format.

MET/NOT MET: Met

GSP-41-010-40-TNTTEARLY-2-943-C6202-1283-Yes-Basal-----8/6/2013 @ 1:22:51 PM

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

Documentation

COMMENTS: Yes.

CONCERNS: More nonfiction (one page on topic) with text-dependent questions in lieu of over reliance on multiple-choice comprehension questions would be beneficial.

MET/NOT MET: Met

GSP-41-010-40-TNTTEARLY-2-944-C6202-1284-Yes-Basal-----8/6/2013 @ 1:22:51 PM

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

Documentation

COMMENTS: No comment.

CONCERNS:

MET/NOT MET:

GSP-41-010-40-TNTTEARLY-2-945-C6202-1285-Yes-Basal-----8/6/2013 @ 1:22:51 PM

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

Documentation

COMMENTS: As stated previously, there is opportunity to ramp this up some. There is an abundance of lower-level recall questions instead of the text-dependent questions that the CCSS demands.

CONCERNS: Inadequate primary sources were provided.

* More primary sources have been added.

MET/NOT MET: Met

GSP-41-010-40-TNTTEARLY-2-946-C6202-1286-Yes-Basal-----9/16/2013 @ 2:37:04 PM

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V. Other Comments

Documentation

COMMENTS: The standards are addressed within the text, but the questions only skim the information instead of going deeply into the content.

CONCERNS: The text-to-self questions, such as, “Have you ever been in an earthquake?” and “Have you ever been camping?” need to be eliminated.

The plight of the slaves was oversimplified.

The text needs to be more complex as it is oversimplified. Combine these short, simple sentences into more complex structure.

The pictures of Sacajawea and of the Beloved Women (e.g., pp. 180, 294) are too Disney-like.

* All of these concerns were appropriately addressed.

Martin Van Buren needs to get some “credit” for his role in the Indian Removal Act.

Under “Strong Bold Moves” (which has a positive connotation), Andrew Jackson, (teacher’s edition p. 365) the U.S. president defying a Supreme Court decision shouldn’t have a positive connotation.

Teacher’s edition p. 347 “When people want to do something sneaky, it’s easier to do it at night.” No.

“Paul Revere’s Ride” teacher’s edition p. 225, it should be mentioned that part of Longfellow’s purpose was to inspire readers to action on the eve of the Civil War.

The Compromises of 1820 and 1850 need thorough coverage, and the last two lessons in Chapter 10 need to be moved to the 5th grade textbook.

*These sections have been rewritten to remove any positive connotations. The fifth grade material in the fourth grade text has been added to the fifth grade text. The intent of “Paul Revere’s Ride” has been better explored.

MET/NOT MET: Met

GSP-41-010-40-TNTTEARLY-2-947-C6202-1287-Yes-Basal-----9/16/2013 @ 2:44:41 PM

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VI. Components Reviewed

Documentation

- Tennessee Through Time: The Early Years, 2014 (Student Edition)
- Tennessee Through Time: The Early Years, 2014 (Teacher's Guide)
- Tennessee Through Time: The Early Years, 2014 (Chapter Guide)
- Tennessee Through Time: The Early Years, 2014 (ELL/Modified Chapter Guide)

GSP-41-010-40-TNTTEARLY-2-948-C6202-1288-Yes-Basal-----8/6/2013 @ 1:22:51 PM

VII. Commission Member Comments

Documentation

COMMENTS: No comment

CONCERNS:

MET/NOT MET:

GSP-41-010-40-TNTTEARLY-2-949-C6202-1289-Yes-Basal-----9/16/2013 @ 2:41:26 PM