TEXTBOOK SCREENING INSTRUMENT
Social Studies K-3
September Consensus Review

Book Code: ALP-41-010-20-SGSW-1   **Category:**   41-010-20

Area   **Cluster**   **Subject:**

Publisher:

American Legacy Publishing

Title:

Second Grade Studies Weekly (Consumable 6 Year Subscription)

Author: Kathy Hoover, Annette Ramirez

Edition: 10   **Copyright:** 2013   **ISBN:**   1550-3070

Publisher's Bid Information	Reviewers' Analysis	Reviewers' Final Recommendation:
Bid Level Basal	**Level** Basal	◉ Yes ◯ No
Delivery Method **T**	**Delivery Method:** Traditional-T	◯ Withdrawn

Committee Members:

Committee members signatures are on file.

TEXTBOOK SCREENING INSTRUMENT
Social Studies K-3
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 program addresses 100% of the 2nd grade state social studies standards. Although only 83% of the 2nd grade standards are addressed in the student editions, this leaves 7 parts of the standards or 13% for the teachers to address without the weekly reader.

   CONCERNS: The teachers need a copy of the standards correlation book with adoption of this series. It would also be helpful if the standard was identified on each week of the student edition and/or big issue. There are 28 student editions including the Tennessee supplements. Seven standards or parts of the standards are only addressed in the teacher supplement that require more time to teach. That would equal 35 weeks. We only have 36 weeks in a school year. To get the extra 7 standards in, the teachers will need to know in advance to help prepare for a proper scope and sequence. The teachers can not only depend on student editions to address all the standards.

   MET/NOT MET: Met

   ALP-41-010-20-SGSW-1-893-C4100-0038-Yes-Basal1550-3070--------9/16/2013 @ 2:33:29 PM

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

Documentation

COMMENTS: All standards are addressed in the curriculum, the following standards are only addressed in the teacher supplement pages and not in the student editions;

2.17 Locate rivers: Colorado, Cumberland, Mississippi, Atlantic and Ohio

2.17 Locate Mountain ranges: Alaska Range, Appalachian, Rockies

2.19 Compare and contrast the regions of the United States (Southeast, Northeast, Great Plains, Southwest, and Pacific Northwest) in terms of climate, physical features, and population.

2.20 Analyze the differences in natural resources in the three Grand Divisions of Tennessee and make connections to the major industries that are found in each.

2.21 Recite and analyze the lyrics of the Star Spangled Banner to determine the meaning of the song and it's origins in the War of 1812.

2.24 With guidance and support, read how government systems were laid out in the Constitution of the United States and the Tennessee Constitution to form three balanced branches with checks and balances.

2.25 Create a graphic organizer to explain the three branches of government and the basic role of each.

2.39 Summarize the importance of commemorative months including Black History, Women's History, Hispanic Heritage, and American Indian Heritage.

CONCERNS: No comment

MET/NOT MET: Met

ALP-41-010-20-SGSW-1-894-C4100-0039-Yes-Basal1550-3070--------8/6/2013 @ 1:18:38 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: The text complexity seems appropriate for this grade level for students performing on and above grade level.

CONCERNS: ELL and below level 2nd graders will need support to understand these readers.

MET/NOT MET: Met

ALP-41-010-20-SGSW-1-895-C4100-0040-Yes-Basal1550-3070--------8/6/2013 @ 1:18:38 PM

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

Documentation

COMMENTS: There are literature links to selected books that can correspond with each student edition. At the beginning of each teacher resource book, there is a list of where to find primary sources.

CONCERNS: Specific primary sources and the suggested literature to match each week's lessons are not provided. Teachers may not have access to the suggested literature.

MET/NOT MET: Met

ALP-41-010-20-SGSW-1-896-C4100-0041-Yes-Basal1550-3070--------8/6/2013 @ 1:18:38 PM

3. Questioning matches the rigor of the standards.

Documentation

COMMENTS: Questioning in the second grade assessments are lower level than those in the first grade assessment. The leap from second grade to the second week of third grade creates a gap in student learning.

CONCERNS: Vertical alignment through first, second, and third grade is not apparent.
The publisher responded that questioning will be more vertically aligned. Pending publisher's changes, this committee finds this area of the textbook review as met.

MET/NOT MET: Met

ALP-41-010-20-SGSW-1-897-C4100-0042-Yes-Basal1550-3070--------9/16/2013 @ 2:31:01 PM

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

Documentation

COMMENTS: The majority of the questions require the student to go back in the text to find the answer. A few that are not text-dependent require prediction and activation of prior knowledge.

CONCERNS: Most questions for the weekly assessments are multiple choice or fill in the blank. In order to prepare for new standardized testing, we need more open ended questions.
The publisher responded that they will add more open ended questions to this series.

MET/NOT MET: Met

ALP-41-010-20-SGSW-1-898-C4100-0043-Yes-Basal1550-3070--------9/16/2013 @ 2:21:07 PM

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: This curriculum is illustrated to include individuals with different socioeconomic circumstances and culturally different.

CONCERNS: no comment

MET/NOT MET: Met

ALP-41-010-20-SGSW-1-899-C4100-0044-Yes-Basal1550-3070--------8/6/2013 @ 1:18:38 PM

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

Documentation

COMMENTS: In each week of teacher resource guide, there are examples of how to incorporate music and art activities. The teacher resource guide gives ideas on how to differentiate for ELL students and how to make the editions easier to complete (limit the number of choices).

CONCERNS: There is not extension or gifted ideas for advanced learners every week.

MET/NOT MET: Met

ALP-41-010-20-SGSW-1-900-C4100-0045-Yes-Basal1550-3070-------8/6/2013 @ 1:18:38 PM

3. There are multiple opportunities for active learning.

Documentation

COMMENTS: There are multiple opportunities for active learning. There was not any bias found.

CONCERNS: No comments

MET/NOT MET: Met

ALP-41-010-20-SGSW-1-901-C4100-0046-Yes-Basal1550-3070--------8/6/2013 @ 1:18:38 PM

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 organization and mechanics of the program are sequenced logically. In August-September the curriculum addresses American symbols, locations of places, rules, being a good citizen, historical events, and how to use technology. From October to December, the curriculum addresses world explorers, American Indians, the Mayflower, early colonists, and maps/globes. From January to February, the curriculum addresses maps, Earth, Presidents/patriots, celebrations, American cultures, and government/citizenship. From March to May, the curriculum addresses rights/responsibilities, inventors, resources, goods/services and money/markets.

CONCERNS: No comment

MET/NOT MET: Met

ALP-41-010-20-SGSW-1-902-C4100-0047-Yes-Basal1550-3070--------8/6/2013 @ 1:18:38 PM

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

Documentation

COMMENTS: The QR codes for each edition goes to a video. The online provides teacher assessments, materials, student publications, PDFs of each weekly unit, and an audio reader.   The technology available with Revere the Rat allows students to progress at their own rates.

CONCERNS: When using the QR codes for the student editions in the sample pack, each QR code goes to the exact same video. QR codes will not be utilized in many schools due to strict rules about no personal phones on during the school day. Many students at home do not have technology capability at home to utilize the QR codes. A web address on each student edition would ensure access for more students. All schools do not have the same technology available.

MET/NOT MET: Met

ALP-41-010-20-SGSW-1-903-C4100-0048-Yes-Basal1550-3070--------8/6/2013 @ 1:18:38 PM

3. The program includes appropriate teacher support.

Documentation

COMMENTS: Teacher support is supplied through hard copy and digital format. The teacher supplement provides vocabulary, integration, literature, and writing prompts. The curriculum includes a big copy of each student edition for the teacher to use during instruction. There are standard correlations which would be very useful for the classroom teacher.

CONCERNS: Contact information is not provided for questions or concerns while implementing the program. Standards are not printed in each lesson on the student teacher edition.

MET/NOT MET: Met

ALP-41-010-20-SGSW-1-904-C4100-0049-Yes-Basal1550-3070--------8/6/2013 @ 1:18:38 PM

IV.   Assessment

1. Assessments are aligned to program content.

Documentation

COMMENTS: Assessments are aligned to program content.

CONCERNS: No comment

MET/NOT MET: Met

ALP-41-010-20-SGSW-1-905-C4100-0050-Yes-Basal1550-3070--------8/6/2013 @ 1:18:38 PM

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

Documentation

COMMENTS: This program does include assessment options such as multiple choice and fill in the blank.

CONCERNS: Text dependent writing prompts are included in the teacher supplement, but are not included on the weekly assessments. The text dependent writing prompts are not rigorous enough to support common core.
The publisher responded that they will have more open ended assessment options in amended readers.

MET/NOT MET: Met

ALP-41-010-20-SGSW-1-906-C4100-0051-Yes-Basal1550-3070--------9/16/2013 @ 2:32 PM

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

Documentation

COMMENTS: Diagnostic evaluation is available through the online program Revere the Rat.
Pretest and post tests are not available, but students work through the program at their own pace.

CONCERNS: The diagnostic evaluations will hard to compare to common core standards because of low assessment expectations.
The publisher responded that they will have more open ended questions on amended readers.

MET/NOT MET: Met

ALP-41-010-20-SGSW-1-907-C4100-0052-Yes-Basal1550-3070--------9/16/2013 @ 2:23:12 PM

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

Documentation

COMMENTS: The assessments include multiple choice text-dependent questions.

CONCERNS: Assessments do not include questions based on primary sources.
The publisher responded that there will be more primary sources involved in amended assessments.
Pending publisher's changes, this committee finds this area of the textbook review as met.

MET/NOT MET: Met

ALP-41-010-20-SGSW-1-908-C4100-0053-Yes-Basal1550-3070--------9/16/2013 @ 2:29:05 PM

V.   Other Comments

Documentation

COMMENTS: The first and second grade assessments are not vertically aligned. The second and third grade assessments are not vertically aligned.

CONCERNS: The first grade assessments have higher rigor than the second grade. The leap from second grade and third grade assessments indicates a lack of scaffolding the necessary test taking skills.

The publisher responded that they will include more open ended questions in the assessment and not multiple choice.

Pending publisher's changes, this committee finds this area of the textbook review as met.

MET/NOT MET: Met

ALP-41-010-20-SGSW-1-909-C4100-0054-Yes-Basal1550-3070-------9/16/2013 @ 2:29:42 PM

VI.   Components Reviewed

Documentation

All components were reviewed.

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VII.   Commission Member Comments

Documentation

COMMENTS: No comment

CONCERNS: No comment

MET/NOT MET: Met

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