

TEXTBOOK SCREENING INSTRUMENT

Social Studies K-3

September Consensus Review

Book Code: ALP-41-010-30-WCSW-1

Category: 41-010-30

Area

Cluster

Subject:

Publisher:

American Legacy Publishing

Title:

World Community Studies Weekly (Consumable)

Author: Kathy Hoover, Jan Bernard

Edition: 10

Copyright: 2013

ISBN: 1544-0079

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☐ Withdrawn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

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: 79% of these standards are addressed in student editions. The other 21% have suggested activities in the teacher supplement.

CONCERNS: Although 79% of the standards are covered, the rigor require by Tennessee standards is not supported. Teachers need a copy of the standard correlation's book that was given to the committee. Also, a number or statement of which standard is being addressed would be nice in teacher resource lesson planning pages. As part of the third grade curriculum in Tennessee, students are required to participate in an in depth study of each of the seven continents. This program, while providing an overview of certain aspects of these continents, does not provide the richness and rigor specific to the continents that the curriculum requires.

The publisher has responded that they will changed the content of this series where it will cover all of the continents. Pending publisher's changes, this committee finds this area of the textbook review as met.

MET/NOT MET: Met

ALP-41-010-30-WCSW-1-912-C4100-0057-Yes-Basal1544-0079-----9/19/2013 @ 12:32:09 PM

TEXTBOOK SCREENING INSTRUMENT

Social Studies K-3

September Consensus Review

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 teacher supplement pages and not in student editions;

3.21 Locate the states that comprise the regions of the United States

3.25 Define supply and demand and describe how changes in supply and demand affect prices of specific products.

3.36 Interpret a chart, graph or resource map of major imports and exports.

3.37 Define supply and demand and describe how changes in supply and demand affect prices of specific products.

3.42 Identify major physical features of the continent; Mountains-Alps, Gibraltar, Bodies of Water-Arctic Ocean, Mediterranean Sea

3.44 Interpret a chart, graph, or resource map of major imports and exports in Europe.

3.52 Interpret a chart, graph, or resource map of major imports and exports in Africa.

3.55 Identify the Great Barrier Reef, New Zealand, Ayers Rock, and Tasmania.

3.56 Interpret a chart, graph, or resource map of major imports and exports of Australia.

3.61 Interpret a chart, graph, or resource map of major imports and exports of Asia.

3.62 Describe how goods and services are exchanged on local and international levels.

3.63 Create a multimedia presentation of social studies stories about explorations to Antarctica; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.

3.64 Use timelines and interpret historical passages to summarize the history of a region possibly including events, inventions/inventors, historical artists, writers, and political figures.

3.65 Conduct a short research project to examine the Antarctic Treaty.

CONCERNS: The teachers need to know for scope and sequence that the above standards will have to be done outside of the regular student edition teaching time. As part of the third grade curriculum in Tennessee, students are required to participate in an in depth study of each of the seven continents. This program, while providing an overview of certain aspects of these continents, does not provide the richness and rigor specific to the continents that the curriculum requires. The publisher has responded that they will change the content of this series where it will cover all of the continents. Pending publisher's changes, this committee finds this area of the textbook review as met.

MET/NOT MET: Met

ALP-41-010-30-WCSW-1-913-C4100-0058-Yes-Basal1544-0079-----9/16/2013 @ 2:34:17 PM

TEXTBOOK SCREENING INSTRUMENT

Social Studies K-3

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: The text complexity seems appropriate for on level reading students at this grade level. The audio reader online would help support the below level reader.

CONCERNS: No comment

MET/NOT MET: Met

ALP-41-010-30-WCSW-1-914-C4100-0059-Yes-Basal1544-0079-----8/13/2013 @ 3:23:36 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: This curriculum has a general list of where to find primary sources for each quarter. It would be nice to have a specific primary source that goes with each week.

MET/NOT MET: Met

ALP-41-010-30-WCSW-1-915-C4100-0060-Yes-Basal1544-0079-----8/13/2013 @ 3:24:08 PM

TEXTBOOK SCREENING INSTRUMENT

Social Studies K-3

September Consensus Review

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

Documentation

COMMENTS: Yes, the questioning matches the rigor of the standards by using words/phrases such as compare/contrast, explain, use details from the text to support your answer, why, and identify.

CONCERNS: no comment

MET/NOT MET: Met

ALP-41-010-30-WCSW-1-916-C4100-0061-Yes-Basal1544-0079-----8/6/2013 @ 1:18:38 PM

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

Documentation

COMMENTS: The majority of the questions and activities are text-dependent.

CONCERNS: no comment

MET/NOT MET: Met

ALP-41-010-30-WCSW-1-917-C4100-0062-Yes-Basal1544-0079-----8/6/2013 @ 1:18:38 PM

TEXTBOOK SCREENING INSTRUMENT

Social Studies K-3

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

CONCERNS: This grade level has a religious bias geared heavily towards Judeo-Christianity. The publisher responded by taking out week 13 and rewriting week 6. Week 6 now includes viewpoints of the Golden Rule from Christianity, Confucianism, Buddhism, Hinduism, Islam, and Judaism.

MET/NOT MET: Met

ALP-41-010-30-WCSW-1-918-C4100-0063-Yes-Basal1544-0079-----9/16/2013 @ 2:35:15 PM

TEXTBOOK SCREENING INSTRUMENT

Social Studies K-3

September Consensus Review

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 extend to gifted students.

CONCERNS: Accommodations are made for different types of learners in different lessons. Not all lessons provide the same accommodations for the same groups.

MET/NOT MET: Met

ALP-41-010-30-WCSW-1-919-C4100-0064-Yes-Basal1544-0079-----8/6/2013 @ 1:18:38 PM

3. There are multiple opportunities for active learning.

Documentation

COMMENTS: There are multiple opportunities for active learning.

CONCERNS: Religious bias is seen in week 6 (Believers Make Good Citizens, Golden Rule) and week 13 (Christian Church). In week 13, the Christian church is the only religion mentioned and the article about guilds is one sided.

The publisher responded by taking out week 13 and rewriting week 6. Week 6 now includes viewpoints of the Golden Rule from Christianity, Confucianism, Buddhism, Hinduism, Islam, and Judaism.

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

MET/NOT MET: Met

ALP-41-010-30-WCSW-1-920-C4100-0065-Yes-Basal1544-0079-----9/16/2013 @ 2:35:25 PM

TEXTBOOK SCREENING INSTRUMENT

Social Studies K-3

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 curriculum is not sequenced logically. From August to September, the curriculum addresses: maps (physical and political), Earth's population, rights/responsibilities, and benefits of government. From October to December, the curriculum covers: the Americas, the eastern hemisphere, achievements of ancient civilizations, ancient times (communication/transportation), institutions, and economic interdependence. From January to February, the curriculum covers: forms of government, European explorers, conflicts, research projects, and personal economics. From March to May, the curriculum includes: how humans impact the environment, Africa, natural disasters, resources, and human migration.

CONCERNS: The material should be presented by continent and not by theme. The themes presented for each continent provides students a way to make connections and comparisons. There is not enough information covered on each continent to support the standards. In the teacher resource, there are activities that state students will need to be able to "carry/borrow" to complete the activity. These terms are outdated and are not a Common Core skill until fourth grade. The publisher has responded that they will change the content of this series where it will cover all of the continents. Pending publisher's changes, this committee finds this area of the textbook review as met.

MET/NOT MET: Met

ALP-41-010-30-WCSW-1-921-C4100-0066-Yes-Basal1544-0079-----9/16/2013 @ 2:35:34 PM

TEXTBOOK SCREENING INSTRUMENT

Social Studies K-3

September Consensus Review

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

Documentation

COMMENTS: There are free online resources that include teacher assessments, materials and PDFs for smart boards. Each student edition has web sites on the back page where students can explore more information about the subject. There are QR codes on each edition for students/parents/teachers to use.

CONCERNS: QR codes will be hard to utilize in the classroom because of district rules of teachers not having cell phones in the classroom or computers that do not have the QR scanner capability.

MET/NOT MET: Met

ALP-41-010-30-WCSW-1-922-C4100-0067-Yes-Basal1544-0079-----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. There are standard correlation's 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-41-010-30-WCSW-1-923-C4100-0068-Yes-Basal1544-0079-----8/6/2013 @ 1:18:38 PM

TEXTBOOK SCREENING INSTRUMENT

Social Studies K-3

September Consensus Review

IV. Assessment

1. Assessments are aligned to program content.

Documentation

COMMENTS: The assessments are aligned to the program content.

CONCERNS: Assessments are aligned to program content, but not aligned to standards.

MET/NOT MET: Met

ALP-41-010-30-WCSW-1-924-C4100-0069-Yes-Basal1544-0079-----8/6/2013 @ 1:18:38 PM

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

Documentation

COMMENTS: The program includes a variety of assessment options including text dependent writing prompts. The text dependent writing prompts are included in many of the student editions.

CONCERNS: There are still too many multiple choice questions.

MET/NOT MET: Met

ALP-41-010-30-WCSW-1-925-C4100-0070-Yes-Basal1544-0079-----8/6/2013 @ 1:18:38 PM

TEXTBOOK SCREENING INSTRUMENT

Social Studies K-3

September Consensus Review

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 test are not available but students work through the program at their own pace.

CONCERNS: The diagnostic evaluations will be hard to compare to common core standards because of low assessment expectations.

MET/NOT MET: Met

ALP-41-010-30-WCSW-1-926-C4100-0071-Yes-Basal1544-0079-----8/6/2013 @ 1:18:38 PM

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

Documentation

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

CONCERNS: Assessments do not include primary sources. For example, in unit three, Tennessee supplement, there is a section about primary sources, but the assessment does not include primary sources. Primary sources are not used throughout the program within the assessments.

The publisher has responded that they will include primary sources within their assessments. Pending publisher's changes, this committee finds this area of the textbook review as met.

MET/NOT MET: Met

ALP-41-010-30-WCSW-1-927-C4100-0072-Yes-Basal1544-0079-----9/16/2013 @ 2:35:53 PM

TEXTBOOK SCREENING INSTRUMENT

Social Studies K-3

September Consensus Review

V. Other Comments

Documentation

COMMENTS: No comment

CONCERNS: The 2nd grade and 3rd grade assessments are not vertically aligned. At the end of the year, second grade was only expected to fill in a blank with a word box provided. At the beginning of third grade, students are expected to compare/contrast using details from the text.

The publisher responded that they will look at the assessments and vertically align them across grade levels.

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

MET/NOT MET: Met

ALP-41-010-30-WCSW-1-928-C4100-0073-Yes-Basal1544-0079-----9/16/2013 @ 2:36 PM

VI. Components Reviewed

Documentation

All components were reviewed.

ALP-41-010-30-WCSW-1-929-C4100-0074-Yes-Basal1544-0079-----8/6/2013 @ 1:18:38 PM

VII. Commission Member Comments

Documentation

COMMENTS: no comment

CONCERNS: no comment

MET/NOT MET: Met

ALP-41-010-30-WCSW-1-930-C4100-0075-Yes-Basal1544-0079-----8/6/2013 @ 1:18:38 PM