

TEXTBOOK SCREENING INSTRUMENT

Review for: AP Economics

Publisher: McGraw Hill

Reviewer: Michael McDaniel

The program provides adequate depth and breadth to support the course of study for which it is bid. YES NO

This program is suitable for Basal; Alt. Level-High; Alt. Level-Low

Circle Met or Not Met where prompted. List any comments after each number and/or letter.

I. Tennessee Social Studies Content Standards

A. The program addresses 70% of the state social studies content standards as appropriate for this grade cluster/course. **Met / ~~Not Met~~**

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

Edition 20e meets all standards.

II. Tennessee Social Studies Literacy Components

A. The program addresses the following literacy components for each grade cluster/course.

1. Text complexity seems appropriate for this grade cluster/course. **Met / ~~Not Met~~. The text is appropriate for a college level course, at times the word complexity is very high, perhaps to complex. However, most of the time a less complex example is presented in the Last Word segments.**

2. The submission provides text alignment to primary and secondary sources. Sources are noted and varied. **Met / ~~Not Met~~. There are very few primary sources (pages 793 and 860), however in Econ primary sources are not a valuable and well briefed secondary sources. In 20e there are an abundances of well-developed secondary sources (Consider This... & Last Word).**

3. Questioning matches the rigor of the standards. **Met / ~~Not Met~~. At the end of every chapter there are well written discussion questions and AP review questions, each are associated with a stated objective from the beginning of each chapter and in the chapters at the beginning of each major topic.**

4. A majority of the questions and activities are text-dependent. **Met / ~~Not~~**

~~Met.~~ While some questions are chart/graph related a great number are text-dependent. See the explanation above.

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. ~~Met / Not Met.~~ **To the best of ability the content is accurate and complete. The amount of information presented in the chapter, and the additional material in the chapter appendix covers all standards.**

2. Content accommodates the learning styles, interest and ability levels of students for this grade cluster/course. ~~Met / Not Met.~~ **With on line video clips, charts/graphs, projects and the text, auditory, visual, and kinesthetic learning styles are presented.**

3. There are multiple opportunities for active learning. ~~Met / Not Met~~

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. **Active learning opportunities are presented in the Online Learning Center that allows students to setup business make marketing plans and develop very detailed advertising campaign. In the process of developing a business, minority and women lead companies are highlighted.**

B. Organization

1. The organization and mechanics of the program are sequenced logically. ~~Met / Not Met.~~ **There is no difference between 19e and 20 e. The sequence is logical and with the added material (within chapters and new chapters) the text seems to be complete and encompassing.**

2. Technology components comprise an essential part of the program. ~~Met / Not Met.~~ **The online components of 20e are advance and seemingly complete. The downloadable eBook was still (Coming Soon). However, the 19e eBook was online and complete, there is no reason to believe 20e will not be as complete.**

3. The program includes appropriate teacher support. ~~Met / Not Met.~~ **The text is very supportive, the online support is supportive. There should be no problem.**

IV. Assessment - one about rigor of questions and one about text dependent questions

1. Assessments are aligned to program content. **Met / ~~Not Met~~. End of chapter assessments and in chapter questioning are aligned to objectives that are aligned to standards. End of chapter AP and sample AP questions at the end of the book are aligned and well written.**
2. The program includes a variety of assessment options including, text-dependent writing prompts. **Met / ~~Not Met~~. The online questioning and assessments are both text and graph based. The questions bank are complete and very useful as is the Connect Plus online application.**
3. The program provides diagnostic evaluation of student progress throughout. **Met / ~~Not Met~~. I could find no problems with the quiz and test evaluation for the students, each assessment question is associated to objective.**
4. Assessments include text-dependent questions and primary sources. **Met / ~~Not Met~~. Of the primary and secondary sources provided the assessment were adequate but not outstanding as is the case in other areas of 20e.**

V. Other Comments

Overview of the Economics by McConnell, Brue and Flynn. 20E

In many areas the 20E is a clear enhancement of 19E specifically in the following areas. Each major topic in each chapter relates directly to a specific objective noted at the beginning of each chapter. Noted on page four there are eight Learning Objectives (LO1.1 – LO 1.8), on page five the first topic The Economic Perspective is followed directly by the fully stated Learning Objective. In turn each objective is related to a specific standard noted on pages xxiii – xxv. This is very important to students and teachers that must adhere strictly to the stated standards to objectives to material.

The chapter improvement continues with a good summary of objectives at the end of each chapter, while every chapter review question, both subjective and objective questions are associated to a specific objective. See examples on pages 72-74 for chapter 3: Demand, Supply, and Market Equilibrium. Included are special “Last Word” narrative explaining interesting fringe material, such as “Criminal Behavior” and “Could a Robot replace Ben Bernanke?”

Where needed an enhanced appendix are attached to specific chapters to better explain the complex graphs and math associated with economic concepts.

Chapter-by Chapter Enhancements

Chapter 2: The Market System and the Circular Flow contains a revised introduction section on different types of economic systems. This section provides a brief, nontechnical framework for students to understand how the market economy deals with risk and uncertainty (pages 9-12).

Chapter 4: Market Failures: Public Goods and Externalities: There is also a new appendix

that explains market failures caused by asymmetric information (pages 108-110).

Chapter 5: Government's Role and Government Failure is a new chapter that offers a balanced treatment of both the great benefits (pages 117-118) as well as the possible drawbacks (pages 115-116) of government economics intervention and regulation. Chapter 4 makes the case for government regulation to compensate for market failures. This chapter introduces students to the fact the government interventions are themselves vulnerable to both allocative and productive inefficiency.

Chapters 8: Behavioral Economics is a new, chapter-length overview of behavioral economics. New concepts include a discussion of the human brain's cognitive limitations (pages 177-180) and dependence on heuristics, how time inconsistency and myopia cause people to make suboptimal long-run decisions, and how people's sense of fairness and reciprocity affects decision making (pages 184-186).

Chapter 12: Pure Monopoly: There is also a revised explanation of barriers to entry in monopoly industries with high fixed costs (pages 255—257).

Chapter 13: Monopolistic Competition and Oligopoly contains several updated examples as well as a new "Last Word" on the intense oligopolistic competition that has ensued between major Internet companies like Google, Apple and Microsoft as they have attempted to compete in each other's core lines of business (304-308).

Chapter 17: Natural Resource and Energy: Two new "Consider This" vignettes. The first reports on alternative energy subsidies (page 388) and the surge in oil and gas production resulting from hydraulic fracking. "The Tragedy of the Commons" story as a way of understanding most resource-depletion crises (page 400).

Chapter 22: Health Care: Three new "Consider This" pieces. Medicare's decision to reimburse medical services at rates above marginal cost but below total cost forces hospitals to transfer the difference onto those with private health insurance (page 498). Electronic medical records have unexpectedly lowered care and increased costs (page 502). A more detailed discussion related to the problems being encountered with the implementation of the Patient Protection and Affordable Care Act (Obamacare) (page 506).

Chapter 24: An introduction to Macroeconomics: A new "Last Word" that covers in a brief and accessible form; the major-opposing policy view-points about the effectiveness and ideal size of government stimulus during and after the 2007-2009 recessions (pages 540-541).

Chapter 26: Economic Growth: A new "Last Word" that discusses the challenges to economic growth posed by falling birth rates and greying population. In this material a discussion is advanced related to a wave or lack of a wave population growth (pages 586-587).

Chapter 30: Aggregate Demand and Aggregate: A new "Last Word" on the discussion economists have been having as to why the recovery from the Great Recession has been so slow despite record amounts of monetary and fiscal stimulus (pages 676-677).

TEXTBOOK SCREENING INSTRUMENT

Review for: AP Economics

Publisher: McGraw Hill

Reviewer: Charla R. Hurt

The program provides adequate depth and breadth to support the course of study for which it is bid. YES NO

This program is suitable for Basal; Alt. Level-High; Alt. Level-Low

Circle Met or Not Met where prompted. List any comments after each number and/or letter.

I. Tennessee Social Studies Content Standards

A. The program addresses 70% of the state social studies content standards as appropriate for this grade cluster/course. **Met**

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

This text more than adequately covers both Tennessee's Economic Standards and the College Board Standards for the AP Economics Exam. On pages xxiii-xxv of the text, AP Macroeconomics and Microeconomics Correlations are listed along with the corresponding page numbers for the information.

II. Tennessee Social Studies Literacy Components

A. The program addresses the following literacy components for each grade cluster/course.

1. Text complexity seems appropriate for this grade cluster/course. **Met**
2. The submission provides text alignment to primary and secondary sources. Sources are noted and varied. **Met**
3. Questioning matches the rigor of the standards. **Met**
4. A majority of the questions and activities are text-dependent. **Met**

This text is bid for an Advanced Level Economic Course and is best suited for such. The text complexity is ideal for the advanced student and offers

information in an in-depth and comprehensive manner. Each chapter begins with an *AP Chapter Focus*, this is an introduction for the chapter focusing on specific information that AP students should note. The goal of all AP Economic students is to pass the AP Exam and receive college credit; this book has numerous built in features to aid these students in meeting their goal. Every chapter also includes the following: *Learning Objectives*, *AP Quick Review Inserts* to review each Learning Objective, *Key Graphs*, *Consider This.....insets*, *Summary of the Learning Objectives*, and a variety of question options at the end of every chapter. All of these things are found within the text and would provide any teacher with ample resources to differentiate and create lessons and reading assignments with variety. Real life examples are vital for an Economics teacher to make the subject come alive to students; this text includes current articles and real life examples within every chapter. There are numerous other components of this text that students and teachers will have available to them with the *Online Learning Center*. Many schools are using eBooks and have become solely technology dependent; this text with all accompanying components would work for whichever path a school chooses to take.

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. **Met**
2. Content accommodates the learning styles, interest and ability levels of students for this grade cluster/course. **Met**
3. There are multiple opportunities for active learning. **Met**

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.

The presentation of this book is engaging and would hold an Advanced Economic high school student's attention. It offers a variety of components that the teacher and student could differentiate to meet everyone's individual needs. The textbook offers numerous assessments and opportunities for students to take an active role in their learning. A new feature that students

will love using is the *QR Codes* that are to be used with smart phones or tablets. These codes are found throughout the chapters and are two different colors: orange and green. When these *QR Codes* are scanned, they take students to the Online Learning Center and they can either access *Worked Problems* or *Origin of Ideas*. *Worked Problems*, displays tips for solving numerical problems and *Origin of the Ideas*, gives brief histories of the topics discussed in this book. The Online Learning Center offers more than enough for an economic student to be thoroughly engaged in the content. Students even have access to PowerPoints, which would be useful in reviewing notes or revisiting a topic they missed in class.

B. Organization

1. The organization and mechanics of the program are sequenced logically. **Met**
2. Technology components comprise an essential part of the program. **Met**
3. The program includes appropriate teacher support. **Met**

The format of this text is logically sequenced. Technology is a component of this program; however, the text offers a sufficient variety of assessments, graphs, and special features and could stand alone. There is ample teacher support available to teachers at the Online Learning Center; *Exam View*, *PowerPoints*, chapter outlines with additional examples and graphs. My concern is –will a hard copy of this information be available?

IV. Assessment - one about rigor of questions and one about text dependent questions

1. Assessments are aligned to program content. **Met**
2. The program includes a variety of assessment options including, text-dependent writing prompts. **Met**
3. The program provides diagnostic evaluation of student progress throughout. **Met**
4. Assessments include text-dependent questions and primary sources. **Met**

As a reviewer, one of the stand outs of this program is the ample and variety of assessments that are offered. Each chapter offers *Quick Quizzes* within each section, *Discussion Questions*, *AP Review Questions*, *Problems*, and a *QR Code* that allows students to further their test knowledge with *Practice Quizzes*, student PowerPoints, work problems, and many other additional materials. This program also provides *Essay Questions* that could be used as writing prompts. That is a tremendous amount of information to use within each section to assess a student's knowledge. A focal point of an AP

Economics course is to prepare for and pass the AP Economics Exam; this program prepares students within each chapter for this test. This program also offers additional Exam Practices within the text and online; with provided time limits to enforce. This program allows teachers to evaluate students' progress throughout by manually keeping a record of their success within each chapter's assessment. However, I did not review any component of this program that would allow a teacher to access students' progress through any of the assessments offered on-line. I went through a chapter quiz and the students are able to access their score and then receive a comment on each question, but I didn't receive an option to e-mail my progress to anyone.

V. Other Comments

When I reviewed this text, I only received a physical copy of the student textbook. All ancillaries were on-line through the Online Learning Center. A concern would be if this program is purchased will teachers receive a hard copy of a Teacher's Textbook and all other ancillaries that are available on-line?

That is the only concern I have with this program. Teachers would have at their fingertips all the necessary tools to teach in a differentiated manner with a variety of assessments, significant up-to-date information, and practice exams to prepare students for the AP Economics Exam.

TEXTBOOK SCREENING INSTRUMENT

Review for: AP Science of Psychology

Publisher: McGraw Hill

Reviewer: Harley Simbeck

The program provides adequate depth and breadth to support the course of study for which it is bid. YES NO

This program is suitable for Basal; Alt. Level-High; Alt. Level-Low

Circle Met or Not Met where prompted. List any comments after each number and/or letter.

I. Tennessee Social Studies Content Standards

A. The program addresses 70% of the state social studies content standards as appropriate for this grade cluster/course. **Met**

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

All State Standards are addressed and most are thoroughly covered.

II. Tennessee Social Studies Literacy Components

A. The program addresses the following literacy components for each grade cluster/course.

1. Text complexity seems appropriate for this grade cluster/course. **Met**.

2. The submission provides text alignment to primary and secondary sources. Sources are noted and varied. **Not Met**

There are limited numbers of Primary and Secondary sources found within the textbook. There are some found within the online materials but are difficult to access and use.

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

Questions that are found within the text are adequately rigorous but are very limited in quantity. Again, questions can be found with the online materials.

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

5.

Questions found with the online materials and in the text are text dependent for the most part.

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. **Met**
2. Content accommodates the learning styles, interest and ability levels of students for this grade cluster/course. **Met**
3. There are multiple opportunities for active learning. **Met**

This is mainly through the online materials. There is very limited accommodation or active leaning found with just the text itself.

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

The online materials is a must have for this program. The text cannot stand alone.

3. The program includes appropriate teacher support. **Met**

4.

The teacher support is appropriate but may lack adequacy.

IV. Assessment - one about rigor of questions and one about text dependent questions

1. Assessments are aligned to program content. **Met**
2. The program includes a variety of assessment options including, text-dependent writing prompts. **Not Met**

The vast majority of provided assessments are T/F, Multiple Choice.

3. The program provides diagnostic evaluation of student progress throughout. **Met**

4. Assessments include text-dependent questions and primary sources. **Not Met**

Again, The program lacks Primary source information.

V. Other Comments

The text is very detailed and provided more than enough rigor even for an AP Course. This material is of a very high level and the questions provided require both a deep understanding of the material and the ability to apply the material. The questions require a heavy understanding. The text is written at a very high level and the questions provided are as well. The one thing lacking from this program is Primary and Secondary sources which are used in the program to get a better understanding of application. The second thing lacking is a variety of activities available to accommodate different types of learners. This program is definitely designed for very high functioning self motivated student. Which is what an AP course should have.

TEXTBOOK SCREENING INSTRUMENT

Review for: AP Science of Psychology

Publisher: McGraw Hill

Reviewer: Alan Pepper

The program provides adequate depth and breadth to support the course of study for which it is bid. YES NO

This program is suitable for Basal; Alt. Level-High; Alt. Level-Low

Circle Met or Not Met where prompted. List any comments after each number and/or letter.

I. Tennessee Social Studies Content Standards

A. The program addresses 70% of the state social studies content standards as appropriate for this grade cluster/course. **Met**

The program has been expanded and updated throughout the textbook with new comparisons, examples and revisions for numerous topics helping better address the needs of an AP Psychology class. For example, expanded coverage of neuroscience, neutral stimulus, classical conditioning, the sociological approach, foundational concepts of research, replication of drawing conclusions, the common uses of mode, median, mean, the brain, and an individual's personality or behavior, the uses of artificial intelligence, and the influence of culture on perception. Also, there is updated coverage on topics such as; the process of reasoning and cognitive dissonance. Besides these two improvements, some items have been revised or added to the textbook. Revisions have been made in the textbook with the publication of the *Diagnostic and Statistical Manual of Mental Disorders (DSM-5 2013)*. New coverage of anxiety disorders and disorders in children has upgraded this textbook. I believe the program addresses all of the state standards for this course.

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

All State Standards are addressed and most are thoroughly covered.

II. Tennessee Social Studies Literacy Components

A. The program addresses the following literacy components for each grade cluster/course.

1. Text complexity seems appropriate for this grade cluster/course. **Met**

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

The text has a wide variety of aligned primary and secondary sources.

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

The questions in the textbook are not as rigorous as to be expected from an AP textbook, but the online sources and the Instructor's manual questions help meet the rigor needed.

4. A majority of the questions and activities are text-dependent. **Met**
The textbook has only two activities, key terms and apply your knowledge, at the end of each chapter, but there are test yourself questions throughout the chapter. The on-line resources have a majority of the questions and activities associated with each chapter and are text-dependent.

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. **Met**

The content in this book is extremely accurate, but chapter 11 on gender, sex and sexuality deals with many controversial topics.

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

The program has PowerPoint presentations, Apply your Knowledge activities, multi-media presentations, and flash cards to create interest for different learning styles.

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

Apply your Knowledge section gives the learner multiple opportunities to learn actively outside the classroom. The assignment focuses on everyday activities to help learn the material.

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. **Met**

The textbook is logically sequence starting with the foundation of psychology and ending with psychological disorders and the approaches of therapy.

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

The technology component of this program is outstanding for the student. It has an E book and a SMARTBOOK that a student can answer questions as they read. The SMARTBOOK has a helpful progress gauge to show the students when they have completed the reading. A report section grades the assignment and records for the teacher. If the student needs to review, there is a section to recharge before answering the questions. Also, the Psychinteractive is a great tool for different learning styles with a multimedia aspect to help critical thinking skills and problem solving activities. The student can actively learn to use the scientific method in several real life situations. Besides these two components, there is Tegrity Campus. The student can watch a previous class lecture to review or catch up from an absence.

3. The program includes appropriate teacher support. **Met**

The teacher is given a wide range of support including: an E catalog, instructor's manual, lecture PowerPoints, EZ test online, glossary, and Tegrity campus for teacher lectures.

IV. Assessment - one about rigor of questions and one about text dependent questions

1. Assessments are aligned to program content. **Met**

The online assessments are aligned to program content.

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

The Connect part of the program has a wide variety of assessments including: test banks with writing prompts, interactives, pre-tests, assignments, and posttests. Also, there are fill in the blank, multiple choice, and applied multiple choice questions for each chapter.

3. The program provides diagnostic evaluation of student progress throughout. **Met**

The SMARTBOOK program provides evaluation throughout the learning process.

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

Assessments are text driven. The Connect program has a News Flash section with primary sources dealing with real world situations.

V. Other Comments

I believe this is an exceptional, updated and expanded textbook with great technology resources.

TEXTBOOK SCREENING INSTRUMENT

Review for: History of the Modern World

Publisher: McGraw Hill

Reviewer: Allen Nichols

The program provides adequate depth and breadth to support the course of study for which it is bid. YES NO

This program is suitable for Basal; Alt. Level-High; Alt. Level-Low

Circle Met or Not Met where prompted. List any comments after each number and/or letter.

I. Tennessee Social Studies Content Standards

A. The program addresses 70% of the state social studies content standards as appropriate for this grade cluster/course. **Met**

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

This book addressed all College Board standards for AP European History. In addition, it does in some way address all Tennessee State Standards for 9-12 World History and Geography. However, it's important to note that this course emphasizes European history. As such, most of the global links are addressed through other regions' contact (cultural, economic, and political exchange) with various parts of Europe since the late 1700s.

II. Tennessee Social Studies Literacy Components

A. The program addresses the following literacy components for each grade cluster/course.

1. Text complexity seems appropriate for this grade cluster/course. **Met**
2. The submission provides text alignment to primary and secondary sources. Sources are noted and varied. **Met**
3. Questioning matches the rigor of the standards. **Met**
4. A majority of the questions and activities are text-dependent. **Met**

This book adequately addressed the literacy components. As it is written for college students, it actually goes above and beyond Tennessee's call complex text reading and analysis. In addition, it has excellent non-linguistic historical representations that require students to thoroughly review and analyze. This book is ideal for AP students given the rigorous expectations of the course.

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. **Met**
2. Content accommodates the learning styles, interest and ability levels of students for this grade cluster/course. **Met**
3. There are multiple opportunities for active learning. **Met**

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. **Met**
2. Technology components comprise an essential part of the program. **Met**
3. The program includes appropriate teacher support. **Met**

This book's greatest strength is its organization in terms of how the College Board has set up the curriculum for AP European History. It does a great job of breaking down the topics and themes into chapters. However, one of its best attributes is the blue tabs with key terms on each text page. These will definitely help students break complex text down into reasonable "chunks." Furthermore, the visuals (maps, charts, paintings, photographs, etc) are ideal resources for FRQ practice. At least two of the three FRQs required on the AP exam will feature some sort of visual or nonlinguistic historical representation.

IV. Assessment - one about rigor of questions and one about text dependent questions

1. Assessments are aligned to program content. **Met**
2. The program includes a variety of assessment options including, text-dependent writing prompts. **Met**
3. The program provides diagnostic evaluation of student progress throughout. **Met**
4. Assessments include text-dependent questions and primary sources. **Met**

While the book itself does not provide simple assessment activities, the teacher resources, including the online materials, do an adequate job with this. In particular, the practice multiple choice questions and writing practice for FRQs are essential for student mastery.

V. Other Comments

TEXTBOOK SCREENING INSTRUMENT

Review for: **History of the Modern World**

Publisher: McGraw Hill

Reviewer: Steve Prince

The program provides adequate depth and breadth to support the course of study for which it is bid. YES NO

This program is suitable for Basal; Alt. Level-High; Alt. Level-Low

Circle Met or Not Met where prompted. List any comments after each number and/or letter.

I. Tennessee Social Studies Content Standards

A. The program addresses 70% of the state social studies content standards as appropriate for this grade cluster/course. **Met**

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

II. Tennessee Social Studies Literacy Components

A. The program addresses the following literacy components for each grade cluster/course.

1. Text complexity seems appropriate for this grade cluster/course. **Met**
2. The submission provides text alignment to primary and secondary sources. Sources are noted and varied. **Met**
3. Questioning matches the rigor of the standards. **Met**
4. A majority of the questions and activities are text-dependent. **Met**

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. **Met**

2. Content accommodates the learning styles, interest and ability levels of students for this grade cluster/course. **Met**
3. There are multiple opportunities for active learning. **Met**

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. **Met**
2. Technology components comprise an essential part of the program. **Met**
3. The program includes appropriate teacher support. **Met**

IV. Assessment - one about rigor of questions and one about text dependent questions

1. Assessments are aligned to program content. **Met**
2. The program includes a variety of assessment options including, text-dependent writing prompts. **Met**
3. The program provides diagnostic evaluation of student progress throughout. **Met**
4. Assessments include text-dependent questions and primary sources. **Met**

V. Other Comments

At the end of each chapter mentions the online learning center and it is full of information for both the student and the teacher. It has a multitude of activities and well as a great AP prep section. The debate section in each chapter was good as well and the subject identification for each small section. This is a very good textbook which should be a great source to prepare the student for the AP test.

TEXTBOOK SCREENING INSTRUMENT

Review for: **The American Pageant**

Publisher: **Cengage**

Reviewer: **Kyle M. Nix**

The program provides adequate depth and breadth to support the course of study for which it is bid. X YES NO

This program is suitable for Basal; X Alt. Level-High; Alt. Level-Low

Circle Met or Not Met where prompted. List any comments after each number and/or letter.

I. Tennessee Social Studies Content Standards

A. The program addresses 70% of the state social studies content standards as appropriate for this grade cluster/course. Met Not Met

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

Although the majority of standards were addressed fully, the following items were ones that were not appropriately addressed in the materials provided:

Key Concept 1.2.IIC- Improvements in technology and more organized methods for conducting international trade helped drive changes to economies in Europe and the Americas. *It is specifically missing the sextant.*

Key Concept 1.3.IA- With little experience dealing with people who were different from themselves, Spanish and Portuguese explorers poorly understood the native peoples they encountered in the Americas, leading to debates over how American Indians should be treated and how “civilized” these groups were compared to European standards. *It is specifically missing Juan de Sepúlveda.*

Key Concept 1.3.II (A and B) - Native peoples and Africans in the Americas strove to maintain their political and cultural autonomy in the face of European challenges to their independence and core beliefs. *This concept is not fully developed in the textbook. Some materials can be found in The American Spirit.*

Key Concept 2.3.I.C- The presence of slavery and the impact of colonial wars stimulated the growth of ideas on 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. *It is specifically missing Casta system and Métis.*

Key Concept 3.1.I.C- During and after the colonial war for independence, various tribes attempted to forge advantageous political alliances with one another and with European powers to protect their interests, limit migration of white settlers, and maintain their tribal lands. *It is specifically missing Chief Little Turtle and the Western Confederacy.*

Key Concept 3.1.II.B- The resulting independence movement was fueled by established colonial elites, as well as by grassroots movements that included newly mobilized laborers, artisans, and women, and rested on arguments over the rights of British subjects, the rights of the individual, and the ideas of the Enlightenment. *It is specifically missing Letters from a Farmer in Pennsylvania.*

Key Concept 3.2.III.A- During and after the American Revolution, an increased awareness of the inequalities in society motivated some individuals and groups to call for the abolition of slavery and greater political democracy in the new state and national governments. *It is specifically missing the Pennsylvania Gradual Emancipation Law.*

Key Concept 3.3.I.C- The Spanish, supported by the bonded labor of the local Indians, expanded their mission settlements into California, providing opportunities for social mobility among enterprising soldiers and settlers that led to new cultural blending. *It is specifically missing corridos and vaqueros.*

Key Concept 6.1.III.B- Farmers adapted to the new realities of mechanized agriculture and dependence on the evolving railroad system by creating local and regional organizations that sought to resist corporate control of agricultural markets. *It is specifically missing Las Gorras Blancas.*

Key Concept 7.1.III.A- The liberalism of President Franklin Roosevelt's New Deal drew on earlier progressive ideas and represented a multifaceted approach to both the causes and effects of the Great Depression, using government power to provide relief to the poor, stimulate recovery, and reform the American economy. *It is specifically missing the Federal Writers' Project.*

Key Concept 8.2.I.A- Following World War II, civil rights activists utilized a variety of strategies- legal challenges, direct action, and nonviolent protest tactics – to combat racial discrimination. *It is specifically missing Fannie Lou Hamer.*

Key Concept 8.2.II.A- Activists began to question society's assumptions about gender and to call for social and economic equality for women and for gays and lesbians. *It is specifically missing Gloria Steinem. It is very brief with its discussion of sexual orientation rights.*

Key Concept 8.2.II.B- Latinos, American Indians, and Asian Americans began to demand social and economic equality and a redress of past injustices. *The text has very little information about Asian Americans and American Indians.*

II. Tennessee Social Studies Literacy Components

A. The program addresses the following literacy components for each grade cluster/course.

1. Text complexity seems appropriate for this grade cluster/course **Met**
Not Met.

The text is written at a college level but its still laid out in a way that it would be clearly understood by an upper-level high school student.

2. The submission provides text alignment to primary and secondary sources. Sources are noted and varied **Met** **Not Met**

There are several primary and secondary sources found throughout the book. All of which have a designated source.

3. Questioning matches the rigor of the standards **Met** **Not Met**

The questioning is at the AP level, with several sections dedicated specifically to multiple choice questions and DBQs that can be found on the AP test.

4. A majority of the questions and activities are text-dependent **Met** **Not Met**

The layout of the text allows the questions included to be text-dependent. The only foreseeable complaint is that the DBQ questions are all found in the back of the text instead of being embedded in the chapters.

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 **Met** **Not Met**

The content is accurate and specific.

2. Content accommodates the learning styles, interest and ability levels of students for this grade cluster/course **Met** **Not Met**

There are several different activities throughout the text that will meet the needs of different interests, styles, and abilities.

3. There are multiple opportunities for active learning **Met** **Not Met**

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. **Met** / Not Met

The text is very well organized. The only thing that some may dislike is that the DBQs are at the end of the text rather than embedded within the chapters.

2. Technology components comprise an essential part of the program **Met** / Not Met

The American Pageant has a plethora of DVD and online resources; however they are all specific to the 15th edition. I was not sent any new technology for the 16th edition. For the most part, the resources for the 15th edition would suffice. There are some additions to the new standards that would need to be included in the test banks. Otherwise, the materials would be an excellent supplement to the text.

3. The program includes appropriate teacher support **Met** / Not Met

There is an abundance of teacher support resources included in this textbook package. This is one of the best programs in regards to teacher support.

IV. Assessment - one about rigor of questions and one about text dependent questions

1. Assessments are aligned to program content **Met** / Not Met

All assessments are aligned to the program. There are multiple opportunities for students to prepare for the AP exam.

2. The program includes a variety of assessment options including, text-dependent writing prompts **Met** / Not Met

There are multiple types of assessments included inside the text as well as within the accompanying materials.

3. The program provides diagnostic evaluation of student progress throughout **Met** / Not Met

There are several opportunities for diagnostic evaluations within this program.

4. Assessments include text-dependent questions and primary sources **Met** / Not Met

There are several text-dependent questions and questions that use primary sources found in the text and within the accompanying materials. This program does an excellent job of preparing students for the AP exam.

V. Other Comments

The new edition (13th) of The American Spirit, the reader that goes along with the American Pageant, is now in one volume as opposed to two. This is an improvement from the previous two-volume editions in that it still offers excellent resources by they are more condensed and user-friendly.

It is important to note that the only components received for the new program are The American Pageant student edition textbook (16th edition), The American Spirit reader (13th edition), the Test Bank, and the Teacher Resource guide. All other materials (DVD ExamView, Instructor Resource DVD, and the PowerLecture DVD-ROM) are from the previous adoption. They are all excellent materials, but they vary slightly from the newest edition.

TEXTBOOK SCREENING INSTRUMENT

Review for: The American Pageant

Publisher: Cengage

Reviewer: Holly Wilgus

The program provides adequate depth and breadth to support the course of study for which it is bid. YES NO

This program is suitable for Basal; Alt. Level-High; Alt. Level-Low

Circle Met or Not Met where prompted. List any comments after each number and/or letter.

I. Tennessee Social Studies Content Standards

A. The program addresses 70% of the state social studies content standards as appropriate for this grade cluster/course. Met/ Not Met

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

This text was not designed to meet the Tennessee State curriculum standards but was intended to satisfy the Advanced Placement Standards produced by the College Board. In either case, it seems to meet all of the appropriate content standards. The new text includes an itemized index to correlate the AP Standards with the appropriate sections in the text, and not only addresses the standards themselves but also the Historical Thinking Skills and Learning Objectives throughout. While all texts can include more depth of information, this text does address the content standards. In addition to the AP standards, the state curriculum standards are addressed.

II. Tennessee Social Studies Literacy Components

A. The program addresses the following literacy components for each grade cluster/course.

1. Text complexity seems appropriate for this grade cluster/course. Met/ Not Met.

The text is well written and easy to follow and understand. The layout is appropriate for the intended audience and includes the complexity necessary for an Advanced Placement course. Each chapter includes a brief (2 page) over view of the included content as well as the AP Standards/Historical thinking skills being addressed.

2. The submission provides text alignment to primary and secondary sources. Sources are noted and varied. ~~Met~~ / Not Met

There are a variety of primary and secondary sources found throughout the main text. It features ample visuals, quotes, and excerpts (almost every page). Each text chapter also includes a “Thinking Globally” section that provides a broader view of the content at hand – this section also includes several primary and secondary resources in each chapter. The back of the book has 19 practice versions of the Document Based Question (part of the AP exam), therefore including approximately 130-140 additional documents.

The text is accompanied by *The American Spirit* reader that provides almost 900 pages of primary and secondary sources – political cartoons, letters, speeches, etc.

3. Questioning matches the rigor of the standards. ~~Met~~ / Not Met

Each chapter provides excellent AP multiple choice questions at the end. There are also corresponding DBQ and free response questions at the back of the book that align with each chapter.

Aside from the textbook, the accompanying Teacher Resource Guide and Test Bank are 100s of pages of content aligned, appropriately rigorous practice questions in both the multiple choice and free response styles. In addition, the answer keys that go along with these questions also provide an explanation of the correct answers and the content standards with which they align. This is an excellent teacher resource!

The publisher also includes the “Fast Track to a 5” exam preparation book which would also be of great use to the students and teacher in reviewing and preparing for the AP Exam.

4. A majority of the questions and activities are text-dependent. ~~Met~~ / Not Met

The questions and activities in this book are almost ALL text dependent. With the changes to the AP US exam including the use of primary/secondary sources as stimuli for the multiple choice questions, this text provides vital practice questions for each chapter and they are text dependent. In addition, the practice DBQ questions in the textbook itself and the support materials are also “Document Based”.

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. **Met/ Not Met**

The content throughout this text and the ancillary materials appears to be accurate.

2. Content accommodates the learning styles, interest and ability levels of students for this grade cluster/course. **Met/ Not Met**

Yes, the content does accommodate the learning styles, interests, and ability levels those students taking this course (keeping in mind that this text is intended for the high achieving students).

3. There are multiple opportunities for active learning. **Met/ Not Met**

There is an abundance of material that can be used in an active manner in the classroom. The new “Contending Voices” sections help to encourage historical thinking skills by offering examples of contested history and questions to prompt students to think about conflicting perspectives.

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.

Met/ Not Met

Overall, the text is organized very well. There are resources available within each chapter such as primary/secondary sources and the pre-chapter overview. Each chapter is divided into sub-sections as well allowing the reading to be broken up into smaller chunks. The chapters also included key vocabulary which will help students to identify key terms as well as references to the historical thinking skills and learning objectives being addressed. The sections “Contending Voices” and “Thinking Globally” are included where appropriate to introduce conflicting opinions on the historical topic at hand or to make the relevant real world connections that students need in order to fully understand why historical study is necessary.

The accompanying texts such as *The American Spirit* or the teacher support resources are laid out in the same manner as the text book so that resources can be easily found to accompany the topic at hand.

2. Technology components comprise an essential part of the program. **Met**
Not Met

The online materials are excellent. AP Students can work within the online text and are also provided with resources for review. The teacher support materials are also useful – the text bank and premade powerpoints would be useful, especially to teachers who are new to the subject or who are working to adapt to the new curriculum and exam changes.

3. The program includes appropriate teacher support. **Met** / **Not Met**
Yes, the teacher support materials are truly great. As this text redesign was intended to meet the curriculum and exam changes that have come to the AP US course for the 2015 exam, all teachers are in need of additional support materials. Regardless of the changes to the exam, all teachers are benefited by practice questions, a test bank, and supplemental readings that correlate with their class. The teacher supplement materials for this text are available in digital form (DVD/online) which is also beneficial so that teacher's do not have to carry additional books.

IV. Assessment - one about rigor of questions and one about text dependent questions

1. Assessments are aligned to program content. **Met** / **Not Met**
There are a multitude of assessments that cover all of the appropriate material. There are 19 practice DBQs in the text itself along with a variety of multiple choice questions, DBQs, and Free Response questions in the supplemental materials for the students as well as those for the teacher.

2. The program includes a variety of assessment options including, text-dependent writing prompts. **Met** / **Not Met**
Yes, as stated above, the textbook includes a variety of assessment options including 19 Document Based Questions as well as Long Essay/Short answer prompts. In the supplemental materials, there are dozens more.

3. The program provides diagnostic evaluation of student progress throughout. **Met** / **Not Met**
Yes, the program provides a multitude of evaluation options to determine student mastery of the content. These lie primarily in the supplemental materials for the teacher and student but some can be found inside the primary textbook.

4. Assessments include text-dependent questions and primary sources. **Met** /

Not Met

Yes, as explained above, most of the many assessment options are text dependent. The multiple choice and Document based questions as well as the short answer questions are all based on primary or secondary sources. There are a variety of these resources in order to cover the wide content of US history.

V. Other Comments

My overall opinion of this text program is that it would be an excellent resource and primary text for the AP US classroom. The supplemental materials (specifically the teacher resource guide and test bank) would also be of great benefit in order to provide the most opportunities for growth, content mastery, and practice.

As an AP US History teacher, I feel that the support materials for this text would be of great benefit and would be put to immediate use in any APUSH classroom. Given that the APUSH content and exams have changed, the multitude of resources and practice options contained within this text would be a great asset to any teacher of this course, regardless of how long they have been teaching it. The layout of this textbook is also better than previous versions and includes chapter outlines, key vocabulary, and cross-referenced content standards.

