

**Category 6, Submission Code 6020**

**Publisher:** National Geographic Learning | Cengage

**Title:** Kennedy/Cohen, *The American Pageant, AP® Edition, Updated 16<sup>th</sup> Edition*

**Section I: Alignment**

**Metric 1, FOCUS:** *Provide all students the opportunity to acquire the knowledge and skills necessary to achieve the Oregon Diploma including the Oregon Academic Content Standards for social Sciences and the Oregon Essential Skills. 2: Sometimes adheres to the Criteria*

Reviewer Comments: *Missing World History standards, as well as suggestions or supports for Special Education and English Language Learners. This is an AP course, and is not marketed to general Ed classrooms, however, we are analyzing text for general populations of students. There are strong literacy opportunities in this text.*

Publisher Response:

The publisher values feedback from its reviewers and appreciates the opportunity to respond. While *The American Pageant, AP® Edition, Updated 16<sup>th</sup> Edition* is intended for use in a U.S. History classroom the program contextualizes the history of the U.S. within the broader history of the world. An example of this would be in the “Thinking Globally” features, found throughout the program, which present different aspects of the American experience in the context of world history (see page 190, “Two Revolutions”).

National Geographic Learning/Cengage’s on-level submission for the general population, *National Geographic U.S. History America Through the Lens*, has been recommended for adoption. The publisher submitted *The American Pageant* as an additional option for AP® U.S. History courses, as *The American Pageant* aligns with the AP® U.S. History course framework.

The publisher appreciates the acknowledgement of the strong literacy opportunities in *The American Pageant* and believes this is a strength of this program. *The American Pageant* presents historical events in an interesting, often humorous, narrative format that students enjoy reading. With an emphasis on Historical Thinking skills, students are guided through the process of inquiry and critical analysis with strong examples and a wealth of primary sources.

The combined offering of student and instructor resources, both in print and digital formats, make this program a robust option for U.S. History programs. The **Annotated Teacher’s Edition** provides suggestions for additional research and activities to engage students outside of the scope of the course program, both online and in the online **Teacher’s Resource Guide**. The **Cognero Test Bank** provides a variety of test items that can be modified to suit the needs and abilities of the individual students. Through **MindTap™** students have access to a downloadable eBook with interactive, multimedia activities allowing them to engage with the course material at their own pace and in a variety of ways. The **ReadSpeaker** app provides an audio option for the text narrative. It can be adjusted by speed, gender, and dialect. The **Flashcards** and **StudyHub** apps provide students with additional study options that support success in U.S. History. The **Questia** app offers writing and research tutorials in video and activity formats.

The **Fast Track to a 5 AP®** test preparation workbook, available in print and online, is aligned *with* the content of *The American Pageant* and provides students with a diagnostic test, review materials, and two complete practice tests to help build students’ confidence as they prepare for the AP® examination.

**Metrics 2-5, FOCUS:** *Present multiple perspectives and analytical views of historical and contemporary issues that align to the Oregon Social Sciences standards. Focus on equity, identity, diversity, justice, civic engagement, and traits essential for democratic citizenship. Recognize, reinforce, and strengthen the inherent dignity of all students. Foster students to develop empathy for attitudes and cultures whose worldview is different from their own. 4: Meets all Criteria*

Reviewer Comments: *Strongly honors different viewpoints and cultures. Uses extended resources such as Makers of America and graphs, maps and charts, along with Lesson Links for each, to encourage students to engage in thoughtful discussions. \*\*Note: language/vocabulary of "slave" could be reworded as "enslaved African Americans" or "enslaved Blacks" to avoid dehumanization of peoples (i.e we don't categorize students as the autistic student but rather a student who has autism. pg 350 "Slave Nurse and Young White Master" could be "enslaved Black nurse and Young White Master")*

Publisher Response:

The publisher appreciates the value that the reviewers place on honoring different viewpoints and cultures. The feedback provided by the reviewers is valuable and has been forwarded to our editorial team for consideration for future editions.

**Metrics 6, 8, 9, & 20, FOCUS & COHERENCE:** *Provide a framework for thematic study and inclusion of themes across time (e.g. racism, discrimination, labor, child labor, human trafficking, gender, civil rights, etc.). Frame and include current event issues and relate them to historical issues/themes. Highlights patterns of systemic oppression and their impact on historic and social minorities, including racial and ethnic minorities, women, LGBTQ+ communities. Provide opportunities for instruction relating to recurring themes and patterns. 3: Adheres to the Criteria*

Reviewer Comments: *Through Focus on AP Success and Contending Voices, there are many opportunities to develop thematic learning. Activities are not tied to 2018 current events, although there is access to them. Materials lack guidance or support for teachers. Increase opportunities for dialog and discourse.*

Publisher Response:

The publisher appreciates the acknowledgement of the opportunities within *The American Pageant* to develop thematic learning as well as access to current events. As a concern is raised about lack of guidance or support for teachers, it would be worthwhile to point out that the online Teacher Resource Guide provides activity suggestions that engage students in dialog and discourse with guidance on the facilitation of such activities.

One example includes the following debate activity, referenced in Chapter 27 on page 623 of the Annotated Teacher's Edition.

4. *"The Imperialists versus Anti-Imperialists Debating Game." The teacher can use this activity to help students improve the historical thinking skills of argumentation, interpretation, and synthesis as well as develop the theme American and National Identity. Each student will draw an index card with either imperialist or anti-imperialist written on it. The teacher should make sure the cards are evenly divided between the two topics. Each student group has to use the information in the chapter as well as relevant print and electronic resources to prepare for a debate about the views and arguments of the imperialists and anti-imperialists. The card the students draw determines whether they will defend the views and*

*arguments of the imperialists or the anti-imperialists. The teacher will assist the groups in identifying evidence that supports their respective positions. After the groups have had adequate time to prepare, the teacher will moderate a debate between the two groups. The teacher should ask pointed questions that require both groups to defend their positions by interpreting evidence. At the conclusion of the debate, the teacher will have the students abandon the assigned position and engage in a large group discussion where students evaluate the views and arguments of both groups (Key Concepts 7.3.1.A/B and Learning Objective NAT-3.0).*

Additionally, the margin notes in the Teacher’s Edition provide students with guidance on the “Contending Voices” and other features within the program. On page 797, “Connecting to the Framework” offers teachers suggestions on possible guiding questions teachers can ask to facilitate a discussion on racism in the military and subsequent political activism among African Americans after World War II. The margin notes also suggest a discussion of the impact that coming face to face with concentration camps while in service may have had on African American soldiers given the segregation that was happening at home at the same time.

**Metrics 7 & 13, FOCUS & RIGOR:** *Materials enable students to practice historiography, see history as interpretation and act as student-historians. Encourage students to approach content through a disciplinary lens as social scientists. 3: Adheres to the Criteria*

Reviewer Comments: *Materials are lacking in correlation to current events. Strong primary source connections through cartoons, video clips, and reader.*

Publisher Response:

The publisher appreciates the acknowledgement of the strength of connections to primary sources in *The American Pageant*, the assessment that the materials are lacking in correlation to current events is also noted. Through MindTap teachers can upload content, including links to current events and multimedia files, and provide it directly to students. This allows teachers to customize the course according to the interests and abilities of their students and the events that are current at any given time. Additionally, the RSS Feed app in MindTap enables instructors to add customized content, including news sources, to the MindTap course.

**Metrics 11 & 12, RIGOR:** *Allow students to analyze and evaluate information and sources leading to authentic inquiry and making multiple applications to real world issues. Provide opportunities for students to interrogate texts and question their truth/validity, bias, and cultural competence. 3: Adheres to the Criteria*

Reviewer Comments: *Materials allow for deep analysis through historical thinking skills, Examine the Evidence and DBQ’s. Would like to see more citations, even if it is listed as anonymous or undated. The text seems to be written in a persuasive tone, however there are multiple sources to discuss authentic inquiry.*

Publisher Response:

The publisher appreciates the acknowledgement of multiple sources to discuss authentic inquiry as well as the features, like “Examine the Evidence” and the DBQs, engage students in deep analysis through historical thinking skills. Regarding source citations, an annotated bibliography is available upon request.

**Metrics 10, 14, & 15, RIGOR:** Support and guide in-depth exploration and integration of conceptual understandings. Cultivate an exploration and problem solving of learning through higher level questioning. Provide open-ended questions that touch on moral and philosophical themes that allow students to reflect on their own ethics/worldview. **3: Adheres to the Criteria**

Reviewer Comments: *The American Spirit book provides enrichment activities, there is a source library as well as "To Learn More" sections at the end of each section. There are many opportunities for students to answer open ended questions and reach their own conclusions. The persuasive nature enforces a certain morality. While it isn't bad, we can see value in students coming to conclusions on their own.*

Publisher Response:

The publisher values the feedback its reviewers provide. As the authors state in the preface of *The American Pageant*, the text “seeks to cultivate in its readers the critical thinking skills necessary for balanced judgement and informed understanding about American society by holding up to the present the mirror and measuring rod that is the past.” Through features such as “Contending Voices,” “Thinking Globally,” “Varying Viewpoints,” “Makers of America,” and “Examining the Evidence” students are challenged to consider multiple points of view, engage in the historical thinking skills of Comparison and Contextualization, and inform their own viewpoints.

**Metric 16, COHERENCE:** Use developmentally appropriate activities and materials to cultivate active civic participation. **3: Adheres to the Criteria**

Reviewer Comments: *Materials do not offer skill level options. This is an AP text, and as such, assumes a certain skill level.*

Publisher Response:

As an AP® text *The American Pageant, AP® Edition, Updated 16<sup>th</sup> Edition* does not provide different skill options as the on-level *National Geographic U.S. History America Through the Lens* does; however, the combination of print and digital materials and activities allows accessibility of U.S. History content. While the Annotated Teacher’s Edition and online Teacher’s Resource Guide provide a combination of activities that offer multiple entry points into the content of U.S. history, the MindTap offers interactive assignments and learning apps such as Readspeaker, Flashcards, StudyHub, and writing tutorials found in Questia that offer study support. Interactive and auto-gradeable activities allow students to get immediate feedback and assess their own progress. These provide immediate feedback for the teacher as well. The customizable nature of MindTap allows the teacher to create, modify, or add to content already provided in the course, and the Cognero Test Bank allows teachers to modify, create, and share test questions and create tests that meet the needs of all students.

**Metrics 19 & 21, COHERENCE:** *Learning progresses in a relevant and engaging manner, building upon prior ideas, practices, concepts, and eliciting and addressing misconceptions. Provide clear purposes for learning experiences, including but not limited to a.) essential questions, b.) learning targets/objectives, and c.) alignment with state standards.* **3: Adheres to the Criteria**

Reviewer Comments: *There is no evidence of purpose or real-world connections, as this is an AP course, and the purpose is to pass the AP. There are many times that students are asked to analyze evidence. In addition, many times the text acknowledges that there are things we are unsure of.*

Publisher Response:

A clear objective of *The American Pageant* is certainly to provide students with the resources and skills practice to feel confident when sitting for the AP® U.S. History examination and achieve the success they desire. With that said, and as stated in a previous response, the goal of the program is to develop the necessary critical thinking skills to enable balanced judgement, the ability to recognize patterns from the past to inform understanding about the present and the future. The authors further state that one goal of the text is to teach “the art of seeing things in context, of understanding the roots and direction and pace of change, and of distinguishing what is truly new under the sun from what is not.” In today’s age of digital communication and social media with the proliferation of wide ranging viewpoints, these are invaluable skills in the real world.

**Section II-V: Instructional Supports and Monitoring Student Progress**

**Metric 24:** *Engage students in the understanding of everyone’s rights and responsibilities through social action beyond the classroom.* (0: Does not meet)

**Metric 27:** *Provide opportunities for varied activities (e.g., hands on learning, physical movements, simulations, research opportunities, integrated technology, and role play).* (1: Partially meets)

Reviewer Comments: *Heavy reading and writing with little to no engagement through hands on experiences. There are varied technology resources that do offer differentiated activities. There seems to be no lessons that connect to social action outside of the classroom (beyond teaching tolerance lessons, which are not grade level appropriate)*

Publisher Response:

The publisher appreciates and values the feedback provided by the reviewers. While the narrative text in *The American Pageant* is quite extensive, the program is known for its readability with a strong emphasis on major themes, attention to a variety of perspectives, and a writing style that is often “leavened with wit.”

The Annotated Teacher’s Edition provides suggestions of additional debate activities and discussion topics that are outlined in detail in the online Teacher’s Resource Guide. These exercises provide students a framework within which they can engage in discussions, simulations, and role plays.

Lesson Links found in the margin notes in the Annotated Teacher’s Edition offer teachers connections to additional activities and lesson plans on the Internet that engage with content in a variety of contexts outside of the scope of the program.

**Metric 30:** *Address Oregon English Language Proficiency Standards in reading, writing, listening, and speaking.* (2: Meets)

**Metric 32:** *Provide meaningful adaptations, modifications, and extensions based in student inquiry that provide depth of understanding for all students (e.g., TAG, ELL, SPED, & Alternative Education).* (0: Does not meet)

**Metric 33:** *Support and guide literacy instruction with leveled and accessible text while teaching social sciences concepts.* (1: Partially meets)

Reviewer Comments: *There are no meaningful differentiation adaptations to the resources provided to teachers for support with ELL, ESL, SPED, TAG students. The text is not leveled and does not cater to students who are not at the AP level. While there are materials that could extend learning, any modification for ELL or SpEd would*

*have to be done by the teacher. We assume that because you need to be at a certain level to take an AP course, there is not differentiation available. However, we would like to see AP courses be more inclusive of all students.*

Publisher Response:

The publisher does appreciate the feedback provided by the reviewers and understands that AP® courses are becoming increasingly more inclusive of all students. As the reviewers stated in their comments on Metrics 24 & 27 regarding *The American Pageant*, “There are varied technology resources that do offer differentiated activities.” It is correct that the instructional supports do not indicate the populations for whom an activity is meant. The combined offering of student and instructor resources, both in print and digital formats, make this program a robust option for U.S. History programs with flexibility in the program for teachers to customize the program for their students, including TAG, ELL, SPED, and Alternative Education students.

The **Annotated Wraparound Teacher’s Edition** provides point-of-use instructional suggestions for additional research and activities to engage students outside of the scope of the course program, both online and in the online **Teacher’s Resource Guide**. The **Cognero Test Bank** provides a variety of test items that can be modified to suit the needs and abilities of the individual students. Through **MindTap™** students in traditional and non-traditional learning settings have access to a downloadable eBook with interactive, multimedia activities allowing them to engage with the course material at their own pace and in a variety of ways. Additionally, the MindTap platform allows teachers to customize a course by modifying content, creating and adding activities, files, and assignments to meet the needs of the course and the students in it. The **ReadSpeaker** app provides audio for students who wish to hear the text narrative. It can be adjusted by speed, gender, and dialect. The **Flashcards** and **StudyHub** apps provide students with additional study options that support success in U.S. History. The **Questia** app offers writing and research tutorials in video and activity formats. Teachers can monitor progress through the **Progress** app and adjust teaching according to the real-time needs of the students.

**Metric 36:** *Aligned to the Oregon Social Science standards. (1: Partially meets)*

**Metric 38:** *Provide guidance on discussing controversial or sensitive topics. (0: Does not meet)*

**Metric 40:** *Materials provide a wide variety of age appropriate primary and secondary sources (both written and oral traditions) including but not limited to: a) real-life situations or mirror real-life situations; b) highlight vocabulary; c) focused and clear graphics, illustrations, maps, and other multimedia; d) case studies; e) art. (2: Meets)*

**Metric 41:** *Emphasize academic vocabulary at all levels. (1: Partially meets)*

**Metric 45:** *Historical thinking skills are embedded. (2: Meets)*

Reviewer Comments: *There is no support / guidance offered on how to discuss sensitive topics (or any topics really). Suggestions and resources should be provided when introducing topics such as The Columbus Exchange (and its impact on US race relations today), Reconstruction, KKK. The persuasive nature of the text does not account for the possible diversity of perspectives from students. However, materials have several different primary and secondary sources. There is also strong embedded historical thinking skills throughout the text, as evidenced by the opportunities to evaluate and analyze documents and resources throughout. A more open-ended text, with less of a strong morality already built in, would all for students to form their own opinions rather than reading one and feeling they have to agree.*



Publisher Response:

The publisher respects the reviewers' assessment that *The American Pageant* has a strong morality built in to it and that the text does not account or the possible diversity of perspectives from students or provide support or guidance on how to discuss topics. As mentioned in a previous response, the authors set out "to cultivate in its readers the critical thinking skills necessary for balanced judgment and informed understanding about American society by holding up to the present the mirror and measuring rod that is the past." To that end, the combined learning activities contained in the text narrative, Teacher's Annotated Edition, Teacher's Resource Guide, as well as in the MindTap guide students through the practices of historical thinking, evaluation, synthesis and critical analysis, among other skills, that serve to strengthen students' ability to discuss topics from a variety of perspectives and formulate their own opinions.

Additionally, the Teacher's Resource Guide online provides activities that deepen students' understanding of sensitive topics through discussion, debate, simulation, role play, and research and provides detailed instructions on how teachers can facilitate these activities in class. The following activity is referenced on page 483 in the Teacher's Annotated Edition in the margin note, "Historical Thinking Skill" and outlined in the Teacher's Resource Guide for chapter 22.

6. *"Enhancing AP® Skills II: Expanding Varying Viewpoints Using Short Answer Questions." The teacher can use the following prompt to reinforce the historical thinking skills of argumentation and interpretation and the themes of American and National Identity and Politics and Power. Prior to the administration of this quiz, the teacher will have the students read "Varying Viewpoints: How Radical Was Reconstruction?" (American Pageant, p. 483–484) and lead a class discussion about the different interpretations described in the passage. The teacher will distribute sheets of lined notebook paper (approximately 7" × 8") to the students. The teacher will allow the students to have approximately 12 ½ minutes to respond to the following prompt. After the student responses are scored, the teacher may want to lead a class discussion about the specific evidence from the chapter that supports, modifies, or refutes the excerpts from the two interpretations (Key Concepts 5.3.II.A/C/E and Learning Objectives NAT-2.0 and POL-3.0).*

**Metric 50:** *Provide various achievement level models of formative and summative assessments that are aligned to the Oregon Academic Content Standards for Social Sciences, the standards for Literacy in History/Social Studies, and Oregon Essential Skills for (1) reading, (2) writing, (3) applying mathematics. (1: Partially meets)*

**Metric 53:** *Provide multiple opportunities and formats within each unit (e.g., debate, oral presentation) for students to demonstrate skills, content knowledge, and receive feedback. (1: Partially meets)*

**Metric 54:** *Assessments employ use of higher level thinking (e.g., synthesis, evaluation, and analysis) with accompanying scoring guides. (1: Partially meets)*

**Metric 55:** *Assess student proficiency using a variety of methods that recognize various perspectives, and are accessible, adaptable, and culturally unbiased for all students (e.g., Talented and Gifted (TAG), English Language Learners (ELL), Special Education (SPED) students, and Alternative Education Students). (0: Does not meet)*

Reviewer Comments: *Again, because of the nature of this course (AP), different levels or models are not available. While there are formative and summative assessments, they are not often provided in different formats. Scoring guides could be stronger, as they are only connected to AP Test and not the actual learning. Also, the materials do not allow access to all students. Supplying notations of how material could be adapted for*

*all students and including tools like graphic organizers, leveled text options for various reading levels and guided reading and writing aids (many of which may already exist in the standard American history textbook) would all students to access AP material.*

Publisher Response:

The publisher values the feedback regarding accessibility of AP® materials for all students in AP® courses. While *The American Pageant* program does not offer notations of how material may be adapted to specific populations, the program does offer a variety of resources that may be used to differentiate for all students, including TAG, ELL, SPED, and Alternative Education students.

The online **Teacher's Resource Guide** provides chapter summaries, AP® Focus outlines, and suggested activities and discussion topics that may be used, for example, in pre-teaching chapter or providing alternative assessments and activities. Through **MindTap** students can access audio for the text via the Readspeaker app, take notes, make study guides through StudyHub, study key terms with the Flashcard application, and get immediate feedback with auto-graded activities. Margin notes in the Annotated Teacher's edition provide teachers with guidance on integrating AP Key Ideas, Themes, and in some cases provide sample discussion possibilities. The **Cognero Test Bank** provides a variety of test questions in differing formats that may be used directly or modified within to create tests aligned with *The American Pageant* and also differentiated to meet the needs of all students.

**Section II: Student Engagement**

**Metric 22:** *"Offer authentic and meaningful student-centered activities that build interest and understanding of varied lived experiences: a. including how economics relates to and affects potential career paths."* (1: Partially meets)

**Metric 23:** *Foster and encourage conversations, discourse, empathy, critical thinking, and curiosity while addressing past and present forms of systemic oppression.* (1: Partially meets)

**Metric 25:** *Offer guidance for a variety of inclusive, cooperative strategies that question stereotypes to engage all student.* (0: Does not meet)

**Metric 26:** *Utilize students' prior knowledge, skills, and experiences to provide a context for making sense of events and/or seeking solutions to problems.* (1: Partially meets)

**Metric 28:** *Provide activities that incorporate the arts.* (2: Meets)

Reviewer Comments: *No guidance is offered to on how to help students collaborate and have discussions on difficult topics. Many of these topics are handled well but there is not system in place on how to have respectful conversations. Providing a discussion guide to teachers and guidance on respectful discourse to students could improve this score. Materials do not offer student choice, nor are they student centered. The lack of connection to current event prevents addressing present forms of systemic oppression. Building student choice into assessments and providing opportunities for students to choose their own course of research as well as times when material could be connected to current events by students would improve this score.*

Publisher Response:

The publisher appreciates the reviewers' feedback on student engagement opportunities within *The American Pageant, AP® Edition, Updated 16<sup>th</sup> Edition*. There is not a specific discussion guide to outline a system on how to have respectful conversations. As mentioned in several of the responses above, the online **Teacher's Resource**



**Guide** provides guidance on the facilitation of activities and discussion topics for each chapter that deepen understanding of sensitive and difficult topics through discussions, debates, simulations, and role play.

The publisher believes that the combination of materials and resources available through the text narrative in the Student Edition, MindTap digital platform, Teacher's Annotated Edition, Teacher's Resource Guide, Fast Track to a 5, and Cognero offer a complete solution for U.S. History that is student centered through its flexibility and customizable nature. This complete solution of print and digital resources offers teachers the flexibility to adapt the course to meet the needs of their student populations and students the ability to interact with the course material at their own pace and to also provide students a variety of activities from which they can choose in order to demonstrate learning and mastery.

### **Section III: Differentiated Instruction**

**Metric 29:** *Facilitate planning and implementation of differentiated instruction addressing the needs of Talented and Gifted (TAG), English Language Learners (ELL) and Special Education (SPED), and Alternative Education students. (0: Does not meet)*

**Metric 31:** *"Provide direct access to equitable resources through various levels of technology: a.) Speech to text, b.) Text to speech, c.) Audio books, d.) Digital copies, and e.) Available in various languages." (1: Partially meets)*

Reviewer Comments: *There does not appear to be any support for the planning and implementation of differentiated instruction for ALL students (ELL, ESL, SPED, TAG). Text reader is not easily understood, it does not flow, making it difficult to follow. Other language options would be helpful or supports like differentiated text for students learning English would be helpful. There is little acknowledgement of the fact that students with disabilities should also be able to access this material. Improving the test reader's fluidity for students with disabilities and English Language Learners would be a marked improvement. Graphic organizers would be helpful, as well as differentiated reading and reading and writing instruction for students at all reading and writing levels. While the beginning and end of chapter summary are useful, it does not offer student choice or options, and is does not facilitate authentic student inquiry. Rather it implies a check the box, task-oriented support.*

#### Publisher Response:

The publisher appreciates the feedback regarding support for the planning and implementation of differentiated instruction for all students, including ELL, ESL, SPED, and TAG. As mentioned in the response to Metric 1, National Geographic Learning's on-level submission for U.S. History, *National Geographic Learning U.S. History America Through the Lens*, which has been recommended for adoption, includes the supports for differentiation suggested in this comment (Spanish language option, audio option, modified text, differentiated reading and writing instruction at five levels (ELL, Striving Readers, Inclusion, Gifted and Talented, and Pre-AP), graphic organizers in its program.

With the submission of *The American Pageant*, the publisher intended to provide an additional AP®-level option that also provides a variety of resources that can be adapted for a diverse student body.

**Section IV: Extensions & Educator Supports**

**Metric 34:** *Contain a variety of regularly updated and user-friendly, online materials and resources in culturally-sensitive language that are responsive to current events and changes in perspectives that are available to teachers, students and families. (1: Partially meets)*

**Metric 35:** *Provide ongoing and embedded professional development (e.g. video tutorials, webinars) for implementation and continued use of the instructional materials. (0: Does not meet)*

**Metric 37:** *Include high interest material and activities in various formats (e.g. photographs, videos, graphics, oral histories, artifacts). (2: Meets)*

**Metric 39:** *Avoid tokenistic presentations of cultures. (2: Meets)*

**Metric 42:** *Include objectives and learning targets written in student centered language. 1: Partially meets*

**Metric 43:** *Open-ended scenarios, connected to essential questions that allow students to make choices and defend them. (1: Partially meets)*

**Metric 44:** *Essential questions within each unit that are supported by lessons, activities, and materials including primary and secondary sources from multiple perspectives. (0: Does not meet)*

**Metric 46:** *Address complexity of issues by providing in-depth study of a single issue per unit, intersecting human, scientific, legislative, economic, artistic, and religious impacts. (1: Partially meets)*

**Metric 47:** *Links to other sources for editorial cartoons, current events, etc. (2: Meets)*

**Metric 48:** *Varied instructional materials including interactive and manipulative maps. (2: Meets)*

**Metric 49:** *Materials allow for the comparison of a historical and contemporary view of an event. (2: Meets)*

Reviewer Comments: *The material does not provide essential questions or open-ended questions to spark student interest but offers bold and assertive statements that direct (we would prefer it guide) students in their learning. While it is chronological, there are spots throughout the text that build on thematic. Interactive maps were there, but they were not working on the computer we were using. There does not appear to be ongoing professional development. On demand PD would not work well for districts. Online modules, blogs, etc. would be necessary.*

Publisher Response:

The publisher appreciates the assessments of the extensions and educator supports for *The American Pageant*. While essential questions are not named as such in the program, *The American Pageant* is aligned to the AP<sup>®</sup> U.S. History course framework and offers a multitude of opportunities to engage in written or oral discussions of open-ended questions and demonstrate critical thinking and historical thinking. Each chapter begins with a two-page “Focus on AP<sup>®</sup> Success” section which contains information and questions to help students focus their study on the most important AP<sup>®</sup> content in that chapter: key events and people, key concepts, historical thinking skills, and thematic learning objectives that connect to the key concepts. These pages allow students to connect the content of *The American Pageant* to the structure of the AP<sup>®</sup> U.S. History curriculum framework. While the chapters are laid out chronologically, the program aligns with the seven AP<sup>®</sup> themes: American and National Identity; Politics and Power; Work, Exchange, and Technology; Culture and Society; Migration and Settlement; Geography and the Environment; America in the World. These themes are reflected on the Focus on AP<sup>®</sup> Success Pages at the beginning of each chapter (see page 101B, Chapter 6) and throughout the text narrative in the margin notes, “Connecting to the Framework: Thematic Learning Objective” (see p. 141, as an example).

Interactive map activities are found throughout the MindTap, and technical support is available if an irregularity with digital features needs to be addressed and solved.

At National Geographic Learning, we believe it is essential to provide the highest level of service, before, during and after an adoption. We understand the importance of providing anytime-anywhere learning that is

connected to the instructional materials, is results-based, standards-driven, and demonstrates the best practices in teaching strategies. Oregon teachers could expect to find online support and training workshops through National Geographic Learning's Professional Development and Product Training teams. Product Training Proposals will be submitted to provide information about the scope of training, including a variety of delivery methods, including point-of-use instruction with print resources; onsite training; hands-on technology training; webinars for continuing education and training of new teachers.

Initial complimentary product training will be provided. Districts may opt to extend the training activities through fee-based consulting services. A sales consultant can work with districts to provide a training program.

### **Section V: Monitoring Student Progress**

**Metric 51:** *Allow teachers to access, revise/edit, share and print from digital sources to create and/or modify assessments (e.g., readings, labs, rubrics, primary source documents, simulations, case studies, political cartoons, graphs, maps, test bank). (1: Partially meets)*

**Metric 52:** *Use varied modes of assessment (e.g., pre-, formative, summative, peer, group/ collaborative, and self-assessment). (1: Partially meets)*

**Metric 56:** *Includes a scoring guide and/or rubric for essential question. (0: Does not meet)*

**Metric 57:** *Includes test bank with a.) manipulative documents, essay questions, maps, political cartoons, multiple choice questions; b.) opportunity to add own questions to test bank material and to create an additional/alternative if needed; and c.) scoring guide/rubric for test bank essays (0: Does not meet)*

**Metric 58:** *Provides student samples and model examples for possible short answer questions and/or essays. (0: Does not meet)*

**Metric 59:** *Provides hands-on formative assessments that allow students the opportunity to practice a given concept. (2: Meets)*

Reviewer Comments: *PDFs are available for printing, and you can move text around to teach in a different order, but you cannot modify assessments. There were also not student models or scoring guides provided. These could be included in the AP practice book or in the teacher materials online. There is not test bank provided, though several AP practice tests are available. Rubrics for essential questions are not present, though some essential questions are present at the beginning of each chapter. Learning objectives and key points could be altered to match an essential questions style with rubrics included for each essential question with the teacher materials for each chapter.*

### Publisher Response:

The publisher values the feedback provided by the reviewers regarding assessment in *The American Pageant, AP® Edition, Updated 16<sup>th</sup> Edition* program. In addition to the formative assessments provided throughout the program and in the various ancillaries, a variety of assessments including PDF printable assessments as well as modifiable assessments are available. The **Cognero Test Bank** provides a complete test bank aligned to the content of *The American Pageant*, that allows teachers to use and modify already created test questions or create original questions. Tests can be exported into word or PDF files which can be saved locally, or teachers can save the questions in the Cognero system. Test bank questions are available in multiple choice, short answer, and essay formats, and an answer key is provided. Additional LMS-compatible test banks are available in the Teacher Companion Site. In the companion site, teachers can also find four complete practice AP® tests which include scoring guidelines and sample responses for short answers and essays.