

**2016-2017 State of Florida
Instructional Materials Adoption
Publisher Questionnaire (Form IM8)**

BID #: 3165

SUBMISSION TITLE: Pearson Florida United States History

GRADE LEVEL: 9-12

COURSE TITLE: United States History

COURSE CODE #: 2100310

ISBN #: 9780328936694

PUBLISHER: Pearson Education, Inc., publishing as Prentice Hall

AUTHOR: Lapsansky-Werner, Levy, Roberts, Taylor

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AUTHORS & CREDENTIALS: LIST FULL NAME OF AUTHOR(S), WITH MAJOR OR SENIOR AUTHOR LISTED FIRST. BRIEFLY PROVIDE CREDENTIALS FOR EACH AUTHOR.

EMMA J. LAPSANSKY-WERNER is Emeritus Professor of History and Curator of the Quaker Collection at Haverford College. After earning her doctorate from the University of Pennsylvania, she taught at Temple University for almost two decades. Dr. Lapsansky-Werner's interests include family and community life in antebellum cities, religion and popular culture in 19th-century America, and historical interpretation for popular audiences. She has given numerous public presentations and radio and television interviews on these topics. Dr. Lapsansky-Werner's recent publications include many journal articles and book chapters: *Quaker Aesthetics*, coauthored with Ann Verplanck; *Back to Africa: Benjamin Coates and the Colonization Movement in America, 1848–1880*, coedited with Margaret Hope Bacon; as well as *Struggle For Freedom*, a textbook on African American history, coauthored with Gary B. Nash and Clayborne Carson. Dr. Lapsansky-Werner's career has focused on teaching American history through her own classroom practice and her work as museum curator, through participation in advisory committees, and through teacher training. PETER B. LEVY is Full Professor in the Department of History and Political Science at York College of Pennsylvania. He received his B.A. from the University of California, Berkeley, and his Ph.D. from Columbia University. He currently teaches courses on American Civilizations, Modern America, Race and Racism, Women, Civil Rights, and Environmental history. Dr. Levy is the author of eight books and many articles, including the acclaimed *Documentary History of the Modern Civil Rights Movement; The New Left and Labor in the 1960s; Civil War on Race Street: The Civil Rights Movement in Cambridge, Maryland;* and *100 Key Documents in American Democracy*. Dr. Levy's recent publications include *The Civil Rights Movement in America: From Black Nationalism to the Women's Political Council*. He is an editor of a series entitled *Shapers of Great Debates*, a biographical approach to the great debates and issues in American history. Dr. Levy specializes in recent American history. He is engaged in a long-term project on the history of natural disasters in American history. Ignited by hurricane Katrina, the project considers the ways historians have integrated or failed to integrate natural disasters into their narratives of the American past. RANDY ROBERTS is Distinguished Professor of History at Purdue University. He received his B.A. from Mansfield University, M.A. from the University of Nebraska, and Ph.D. from Louisiana State University. He teaches courses in United States History and Historical Topics. An award-winning author, Dr. Roberts' primary research areas are recent American history, sports history and popular culture. He has written, co-written, and edited more than 30 books. Among his work are volumes on Oscar Robertson, Joe Louis, the Alamo and Vietnam. His most recent books include *John Wayne Treasures* (with David Welky); *Before the Curse: The Chicago Cubs' Glory Years, 1870-1945* (with Carson Cunningham) and *A Team for America: The Army-Navy Game That Rallied a Nation*. Dr. Roberts has won numerous teaching awards, including the Carnegie Foundation for the Advancement of Teaching as Indiana Professor of the Year. He has made more than 50 appearances as a consultant and commentator for media

networks including PBS, HBO, BBC and the History Channel. He has contributed to two Emmy award-winning documentaries: “10 Days that Unexpectedly Changed America, and “Unforgivable Blackness: The Rise and Fall of Jack Johnson.” ALAN TAYLOR is the Thomas Jefferson Memorial Foundation Chair in the Corcoran Department of History at the University of Virginia. He earned his B.A. from Colby College, Ph.D. in history from Brandeis University, and did a postdoctoral fellowship at the Institute of Early American History and Culture in Williamsburg, Virginia. Dr. Taylor taught at the University of California, Davis, for 20 years before joining the faculty at UVA. He teaches courses in early American history, Pre-Confederation Canada, and the history of the American West. Dr. Taylor is the author of eight books, including *The Internal Enemy: Slavery and War in Virginia, 1772-1832* and *American Colonies and William Cooper’s Town*, which won the Bancroft and Beveridge prizes, as well as the 1996 Pulitzer Prize for American history. His latest book, the *Internal Enemy: Slavery and War in Virginia, 1772-1832* won the 2012 Pulitzer Prize for American history. In 2016 Dr. Taylor was elected to the American Academy of Arts and Sciences, which convenes leaders from the academic, business, and government sectors to champion scholarship and civic dialogue and to respond to challenges that face the nation. He is also a long- time faculty advisor to the California History-Social Science Project, dedicated to providing high caliber social studies curriculum support to K-12 teachers.

STUDENTS: DESCRIBE THE TYPE(S) OF STUDENTS FOR WHICH THIS SUBMISSION IS INTENDED.

Grade 9-12 students

1. LIST THE FLORIDA DISTRICTS IN WHICH THIS PROGRAM HAS BEEN PILOTED IN THE LAST EIGHTEEN MONTHS.

Not applicable.

2. HOW ARE YOUR DIGITAL MATERIALS SEARCHABLE BY FLORIDA STATE STANDARDS (SECTION 1006.33(1)(E), FLORIDA STATUTES)?

Digital materials can be searched by Florida State Standard using the search feature and filter on the Realize learning platform. This search functionality can organize digital content by FL State Standard. Standards can also searched in the ExamView CD by using the Content Update Feature. After installation, run this utility to download the latest test banks and standards specific to FL.

3. IDENTIFY AND DESCRIBE THE COMPONENTS OF THE MAJOR TOOL. The Major Tool is comprised of the items necessary to meet the standards and requirements of the category for which it is designed and submitted. As part of this section, include a description of the educational approach of the submission.

Educational Approach: (The information provided here will be used in the instructional materials catalog in the case of adoption of the program. Please limit your response to 500 words or less.)

Pearson’s United States History provides standards-based instruction that seamlessly integrates print and digital instruction, as well as primary source focused project-based learning. This balanced approach is built using backward design with assessment aligned with instruction. • Vast array of video and interactive digital resources to differentiate learning / • Strong critical-thinking resources / • Integrated 21st century skills tutorials and videos. / • Many levels of assessment and remediation. / • Core Concept lessons remediate key social studies content.

Major Tool - Student Components Describe each of the components, including a format description.

Major tools for the student include the the etext Student Edition and the Realize Digital Course for Students. These student components include chronological Topics and Lessons that take students through a comprehensive and engaging journey through the content. Key features include Quests (project-based-learning activities based on primary sources), interactive primary sources, document-based questions, NBC Learn videos, flipped videos for each lesson, interactivities for every lesson, reading comprehension and critical thinking questions, numerous graphs, charts, maps for visual literacy, biographies, and Core Concepts lessons, including lessons on Personal Finance, Atlas, Rubrics, Annotated U.S. Constitution, Interactive Supreme Court Cases, Supreme Court Case

Glossary.

Major Tool - Teacher Components Describe each of the components, including a format description.

Major tools for the teacher include the etext Teacher Edition and the Realize Digital Course for Teachers. The Teacher's Edition (print and etext) includes resource and pacing information for each Topic and Lesson, differentiated instruction suggestions, ELL Instruction suggestions, and lesson plan information for integrating digital resources and project-based learning at point of use.

4. IDENTIFY AND DESCRIBE THE ANCILLARY MATERIALS. Briefly describe the ancillary materials and their relationship to the major tool.

Ancillary Materials - Student Components Describe each of the components, including a format description.

Ancillaries for the Student include: • Print Student Edition / • Reading and Note-Taking Study Guide (print and online)— workbook guide students through the content with lesson summaries, blackline masters, and reading checks. / • Test Prep Workbooks (print and online) offer assessment practice questions to prepare students for the end of course test. / • etext is accessible on all devices. The etext contains the same content as the print Student Edition plus video and interactivities. It includes audio as well as tools for highlighting, note-taking, and bookmarking pages. / For details, visit pearsonschool.com/FLSocialStudies or contact your Account General Manager.

Ancillary Materials - Teacher Components Describe each of the components, including a format description.

Ancillaries for the Teacher include: • Print Teacher's Edition (wrap-around the Print Student Edition pages) / • Reading and Note-Taking Study Guide Answer Key (print and online) / • Test Prep Workbook Answer Key (print and online) / • Teacher Resource DVD offers all of the digital assets from the United States History Realize course on DVD for teaching content and engaging students. / ExamView DVD Provides Topic Tests, Benchmark Tests and End of Course tests and Test Banks for each topic in the course. Test items are fully correlated the Florida Standards and DOK levels.

5. IDENTIFY WHICH INDUSTRY STANDARD PROTOCOLS ARE UTILIZED FOR INTEROPERABILITY?

Pearson United States History's digital course and etext can be accessed on Realize. Realize is a browser-based application and accessing Realize with supported browsers when those browsers are running on non-supported operating systems will often result in an equally efficient user experience. By designating official supported operating systems and browsers, Pearson is enable to ensure an optimal user experience, and identify the ones we will support with enhancements and defect remediation. However, the supported operating systems and browsers are not exclusive and Realize will operate on other combinations of operating systems and browsers. Please see System Requirements attached at the end of this document.

6. HOW MUCH INSTRUCTIONAL TIME IS NEEDED FOR THE SUCCESSFUL IMPLEMENTATION OF THIS PROGRAM? Identify and explain the suggested instructional time for this submission. If a series, state the suggested time for each level. The goal is to determine whether the amount of content is suitable to the length of the course for which it is submitted.

This course has been designed so that it can be taught during a year-long course with 45-50 minute classes or during a one semester course in a block schedule.

7. WHAT PROFESSIONAL DEVELOPMENT IS AVAILABLE? Describe the ongoing learning opportunities available to teachers and other education personnel that will be delivered through their schools and districts as well as the training/in-service available directly from the publisher for successful implementation of the program. Also provide details of the type of training/in-service available and how it may be obtained. (The information provided here will be used in the instructional materials catalog in the case of adoption of the program.)

Face-to-face activation training will be provided based on the plan Pearson develops with the district for implementation. Activation will include specific training on the Realize platform and all associated resources within the program to ensure teachers understand the program philosophy, structure, standards coverage, assessments, and reporting functionalities. In addition, there are a variety of digital/virtual training options in place teachers can access at any time. The “Welcome to the Course” folder within each program on the Realize platform contains Differentiated Instruction lesson plans, an interactive walkthrough on how to teach and use the course, and videos on various classroom strategies. / In addition, professional development online tutorials and pre-recorded webinars are also available 24/7 for access anytime at www.mypearsontraining.com. Districts are also able to schedule additional live webinars throughout the lifetime of the adoption for more specific training based on their individual needs. / Pearson is also available to work with the district to develop a professional development plan for this program.

8. WHAT HARDWARE/EQUIPMENT IS REQUIRED? List and describe the hardware/equipment needed to implement the submission in the classroom. REMEMBER: Florida law does not allow hardware/equipment to be included on the bid! However, schools and districts must be made aware of the hardware/equipment needed to fully implement this program.

The digital course and etext for this program are fully accessible using any computer, tablet, or mobile device (IOS or Android).

9. WHAT LICENSING POLICIES AND/OR AGREEMENTS APPLY? If software is being submitted, please attach a copy of the company’s licensing policies and/or agreements.

Terms of Use (see attached)

10. WHAT STATES HAVE ADOPTED THE SUBMISSION? List some of the states in which this submission is currently adopted.

Not applicable

11. WHAT OPEN EDUCATIONAL RESOURCES RELATED TO THIS BID DO YOU MAKE AVAILABLE(S)? List and describe each of the components, including a format description. (Open Educational Resources (OER) are high-quality, openly licensed, online educational materials that offer an extraordinary opportunity for people everywhere to share, use, and reuse knowledge.)

Pearson’s Realize platform allows teachers to search Gooru to access to open educational resources. These resources from Gooru can be added seamlessly to the teacher’s own Realize course and assigned to/shared with students within the Realize platform. The Realize platform also allows teachers to upload their own content and add it to their lesson and assign it to students.