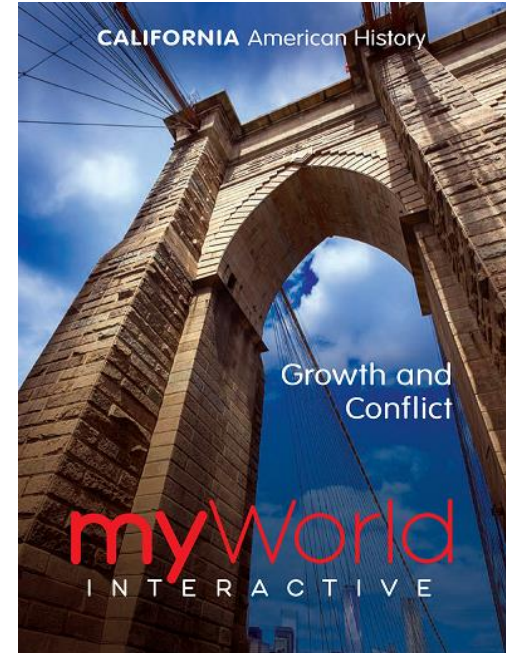
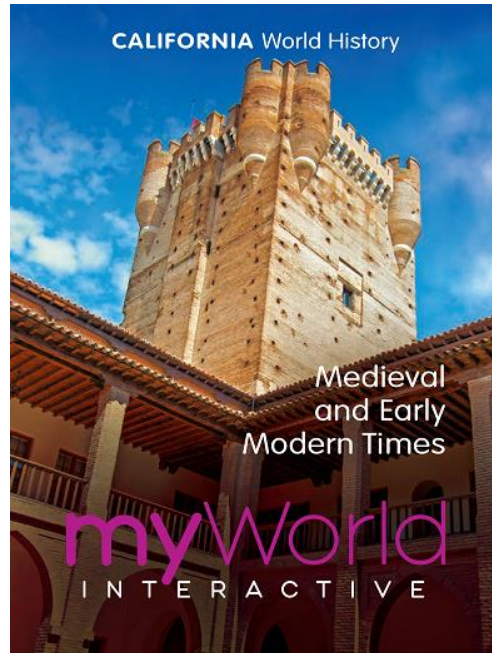
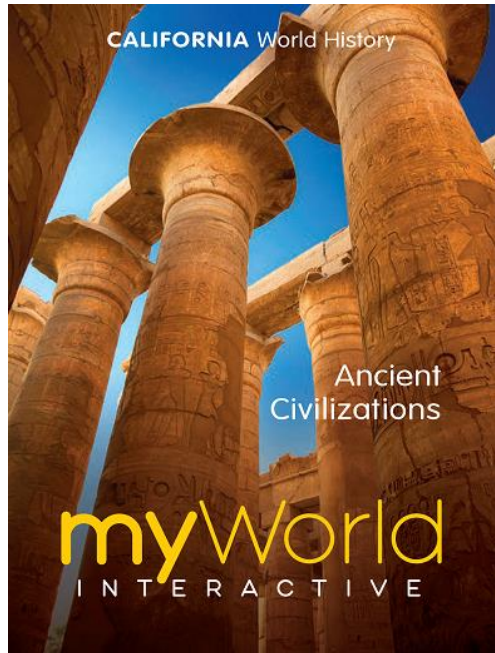


Pearson California History-Social Science Grades 6-8, ©2019



Evaluation Criteria Map

Category 1: History–Social Science Content/Alignment with Standards

| History–Social Science Content/ Alignment with Standards | Publisher Citations | Criterion Met? | | Reviewer Comments, Citations, and Questions |
|---|---|----------------|---|--|
| | | Y | N | |
| <p>1. Instructional materials, as defined in <i>Education Code</i> Section 60010(h), support instruction designed to ensure that students master all the <i>History–Social Science Content Standards</i> for the intended grade level. Analysis skills of the pertinent grade span must be covered at each grade level. This instruction must be included in the student edition of the instructional materials; while there can be direction in materials for the teacher to support instruction in the standards, this cannot be in lieu of content in the student edition. The standards themselves must be included in their entirety in the student materials, either at point of instruction or collected together at another location.</p> | <p>All History-Social Science Content Standards, including the Analysis Skills, are met in their entirety in the student edition. See Standards Map for each grade.</p> <p>All Standards are listed in their entirety in the Student Edition: SE G6: pp. xxii-xxvii SE G7: pp. xxiv-xxix SE G8: pp. xxvi-xxxiii</p> | | | |

| History–Social Science Content/ Alignment with Standards | Publisher Citations | Criterion Met? | | Reviewer Comments, Citations, and Questions |
|---|---|----------------|---|--|
| | | Y | N | |
| 2. Instructional materials reflect and incorporate the content of the <i>History–Social Science Framework</i> . | <p>The content in the <i>Framework</i> is completely reflected and thoroughly embedded throughout the Instructional materials.</p> <p>Guiding Questions SE G6: pp. CI –CI9, 51 (Framework line 403), 227 (Framework line 664), 233 (Framework line 708)</p> <p>SE G7: pp. CI -CI9, 2-5 (Framework lines 104-165), 11 (Framework line 235), 20 (Framework line 266); Sites of Encounter: 130-133 (Framework line 601), 137, 175, 182-193, 220-223 (Framework line 848), 254-259, 312, 332-333, 3334-335, 420-423 (Framework line 1295)</p> <p>SE G8: pp. CI-CI5, 4, 114 (Framework lines 121, 237), 183 (Framework line 273)</p> | | | |
| 3. Instructional materials shall use proper grammar and spelling (<i>Education Code</i> Section 60045). | <p>All course materials adhere to this criterion. SE G6: pp. 7-9 SE G7: pp. 11-13 SE G8: pp. 6-8</p> | | | |

| History–Social Science Content/ Alignment with Standards | Publisher Citations | Criterion Met? | | Reviewer Comments, Citations, and Questions |
|---|---|----------------|---|--|
| | | Y | N | |
| <p>4. Instructional materials present accurate, detailed content and a variety of perspectives and encourage student inquiry.</p> | <p>Accuracy SE G6: p. iv, 50, 104, 314 AR G6: Quest Sources Topics 2, 3, 8 AJ G6: pp. 30-37, 58-65, 184-191</p> <p>SE G7: p. iv, 64, 304, 340 AR G7: Quest Sources Topic 2, 8 AJ G7: pp. 32-39, 156-163, 178-185</p> <p>SE G8: p. iv, 106, 163, 246, 496, 562 SE G8: pp. AR G8: Quest Sources Topics 2, 4, 8, 9 AJ G8: pp. 40-47, 94-101, 196-203, 222-229</p> | | | |
| <p>5. History is presented as a story well told, with continuity and narrative coherence (a beginning, a middle, and an end), and based on the best recent scholarship. Without sacrificing historical accuracy, the narrative is rich with the forceful personalities, controversies, and issues of the time. Primary sources, such as letters, diaries, documents, and photographs, are incorporated into the narrative to present an accurate and vivid picture of the times in order to enrich student inquiry.</p> | <p>SE G6: pp. iv, 13, 58, 68, 90, 113, 164, 169, 186, 195, 205-207, 215, 239, 261 TE G6: pp. 5, 39, 49, 158, 287 AR G6: Biographies: Asoka, Shi Huangdi, Hypatia, Alexander the Great, Julius Caesar, Augustus; Interactive Primary Sources: Code of Hammurabi, Asoka, Edicts, <i>Plato, The Republic</i>; Quest Sources: Topic 3</p> | | | |

| History–Social Science Content/ Alignment with Standards | Publisher Citations | Criterion Met? | | Reviewer Comments, Citations, and Questions |
|---|---|----------------|---|--|
| | | Y | N | |
| | <p>(Continued)</p> <p>SE G7: pp. iv, 187, 210-212, 245, 274, 282, 361-363, 379</p> <p>TE G7: 199, 255, 287</p> <p>AR G7: Biographies: Charlemagne, Ghengis Khan, Martin Luther, Galileo; Interactive Primary Sources: Magna Carta, Ibn Battuta, Olaudah Equiano; Quest Sources Topic 9</p> <p>SE G8: pp. iv, 349-352, 356, 516, 530, 531, 538, 539, 545</p> <p>TE G8: 367, 419, 448</p> <p>AR G8: Biographies: Patrick Henry, Sojourner Truth, Harriet Tubman, Margaret Fuller; Interactive Primary Sources: The Federalist No. 10, De Tocqueville, Sojourner Truth, Abraham Lincoln, Chief Joseph, Jacob Riis; Quest Sources Topics 5, 9</p> | | | |

| History–Social Science Content/ Alignment with Standards | Publisher Citations | Criterion Met? | | Reviewer Comments, Citations, and Questions |
|---|---|----------------|---|--|
| | | Y | N | |
| <p>6. Materials include sufficient use of primary sources appropriate to the age level of students so that students understand from the words of the authors the way people saw themselves, their work, their ideas and values, their assumptions, their fears and dreams, and their interpretation of their own times. These sources are to be integral to the program and are carefully selected to exemplify the topic. They serve as a voice from the past, conveying an accurate and thorough sense of the period. When only an excerpt of a source is included in the materials, the students and teachers are referred to the entire primary source. The materials present different perspectives of participants, both ordinary and extraordinary people, in world and U.S. history, and further student inquiry.</p> | <p>SE G6: pp. 13, 58, 113, 164, 169, 215, 239, 261 AR G6: Interactive Primary Sources: Code of Hammurabi, Asoka, Edicts, <i>Plato, The Republic</i>; Quest Sources Topic 3</p> <p>SE G7: pp. 187, 245, 274, 282 AR G7: Interactive Primary Sources: Magna Carta, Ibn Battuta, Olaudah Equiano; Quest Sources Topic 9</p> <p>SE G8: pp. 213, 516, 530, 531, 538, 539 AR G8: Interactive Primary Sources: The Federalist No. 10, De Tocqueville, Sojourner Truth, Abraham Lincoln, Chief Joseph, Jacob Riis; Quest Sources: Topics 5, 9</p> | | | |

| History–Social Science Content/ Alignment with Standards | Publisher Citations | Criterion Met? | | Reviewer Comments, Citations, and Questions |
|--|---|----------------|---|--|
| | | Y | N | |
| <p>7. Materials include the study of issues and historical and social science debates. Students are presented with different perspectives and come to understand the importance of reasoned debate and reliable evidence, recognizing that people in a democratic society have the right to disagree.</p> | <p>Students have opportunities to engage in Quest civic discussions of issues and historical and social-science debates.</p> <p>SE G6: pp. 50, 314 AR G6: Quest Sources Topics 2, 8 AJ G6: pp. 30-37, 184-191</p> <p>SE G7: p. 64 AR G7: Quest Sources Topic 2 AJ G7: pp. 32-39</p> <p>SE G8: pp. 106, 246, 496 AR G8: Quest Sources Topics 2, 4, 8 AJ G8: pp. 40-47, 94-101, 196-203</p> | | | |
| <p>8. Throughout the instructional resources, the importance of the variables of time and place— history and geography—is stressed repeatedly. In examining the past and present, the instructional resources consistently help students recognize that events and changes occur in a specific time and place. Instructional resources also consistently help students judge the significance of the relative location of place.</p> | <p>SE G6: pp. 76,132-133, 184-185, 241, 286, 303 AJ G6: pp. 76-77, 104-105</p> <p>SE G7: pp. 104-105, 130, 136, 175, 198-199, 220, 312, 420 AJ G7: pp.78-79, 104-105</p> <p>SE G8: pp. 24, 40-41, 44, 104-105, 175 AJ G8: pp. 14-15, 38-39</p> | | | |

| History–Social Science Content/ Alignment with Standards | Publisher Citations | Criterion Met? | | Reviewer Comments, Citations, and Questions |
|--|---|----------------|---|--|
| | | Y | N | |
| <p>9. The history–social science curriculum is enriched with various genres of fiction and nonfiction literature of and about the historical period. Forms of literature such as diaries, essays, biographies, autobiographies, myths, legends, historical tales, oral literature, poetry, and religious literature richly describe the issues or the events studied as well as the life of the people, including both work and leisure activities. The literary selections are broadly representative of varied cultures, ethnic groups, men, women, and children and, where appropriate, provide meaningful connections to the content standards in English–language arts, mathematics, science, and visual and performing arts.</p> | <p>SE G6: pp. 13, 22, 71, 82, 156, 164, 169, 202, 238, 261, 263, 270, 290, 322, 336 AR G6: Quest Sources: Topics 3, 5; Interactive Primary Sources: Psalm 23, Herodotus, Euripides TE G6: 28, 111, 136, 149, 177, 230, 260, 261, 341, 354, 367</p> <p>SE G7: pp. 187, 245, 274, 282, 299, 309, 317, 318, 326, 328, 354, 356, 369, 396, 399, 401, 421-423, 458, 482 AR G7: Quest Sources: Topic 5, 8; Interactive Primary Sources: Paul, First Letter to the Corinthians, <i>The Tale of the Genji</i>, Ibn Battuta, Dante, Calvin, Bacon TE G7: 5, 272, 280, 352, 354, 393, 418, 458, 465, 469, 477</p> <p>SE G8: pp. xix-xxi (list); 12, 63, 65, 68, 87, 98, 199, 213, 216, 222, 292, 326, 356, 370, 361, 374, 375-381, 398, 412, 464, 571 AR G8: Quest Sources: Topics 5, 9; Interactive Primary Sources: Olaudah Equiano, Harriet Beecher Stowe, Chief Joseph, Upton Sinclair TE G8: 27, 48, 53, 58, 66, 67, 72, 112, 203, 206, 251, 252, 266, 329</p> | | | |

| History–Social Science Content/ Alignment with Standards | Publisher Citations | Criterion Met? | | Reviewer Comments, Citations, and Questions |
|--|---|----------------|---|--|
| | | Y | N | |
| <p>10. Materials on religious subject matter remain neutral; do not advocate one religion over another; do not include simulation or role playing of religious ceremonies or beliefs; do not include derogatory language about a religion or use examples from sacred texts or other religious literature that are derogatory, accusatory, or instill prejudice against other religions or those who believe in other religions. Religious matters, both belief and nonbelief, must be treated respectfully and be explained as protected by the U.S. Constitution. Instructional materials, where appropriate and called for in the standards, include examples of religious and secular thinkers in history. When the standards call for explanation of belief systems, they are presented in historical context. Events and figures detailed in religious texts are presented as beliefs held by members of that religion, are clearly identified as such, and should not be presented as fact unless there is independent historical evidence justifying that presentation. All materials must be in accordance with the guidance provided in the updated <i>History–Social Science Framework</i>, Appendix C, “Religion and the Teaching of History–Social Science,” and <i>Education Code</i> sections 51500, 51501, 51511, and 51513.</p> | <p>All course materials adhere to this criterion and were prepared in accordance with the updated <i>History–Social Science Framework</i>, Appendix C, “Religion and the Teaching of History–Social Science,” and <i>Education Code</i> sections 51500, 51501, 51511, and 51513.</p> <p>SE G6: 325-328, 148-153, 202, 238, 290</p> <p>SE G7: 99, 159-161, 361-363, 364-365, 369, 482</p> <p>SE G8: 31-32, 77-78, 126, 129, 132, 148, 198-199, 354, 363-364, 640</p> | | | |

| History–Social Science Content/ Alignment with Standards | Publisher Citations | Criterion Met? | | Reviewer Comments, Citations, and Questions |
|--|--|----------------|---|--|
| | | Y | N | |
| <p>11. Numerous examples are presented of women and men from different demographic groups who used their learning and intelligence to make important contributions to democratic practices and society and to science and technology. Materials emphasize the importance of education in a democratic society.</p> | <p>SE G6: pp. 63, 235, 238, 267, 268, 270, 277, 279, 305, 323 TE G6: pp. 254, 260, 320 AR G6: Biographies Hammurabi, Asoka, Justinian</p> <p>SE G7: pp. 177, 179, 272-273, 288, 340, 342, 345, 359-360, 365, 375-376, 477-478, 479, 377-382, 340, 342, 345, 359-360, 365, 479 TE G7: pp. 16, 37, 202, 218 AR G7: Biographies Leonardo da Vinci, Copernicus, Galileo, Newton, Descartes</p> <p>SE G8: pp. 63, 154-155, 163, 184, 237, 321-322, 328-330, 341, 366-368, 441, 474, 550, 552-554, 555, 614-615 TE G8: 27, 129, 181, 185, 195, 206 AR G8 Biographies John Locke, Abigail Adams, John Adams, Thomas Jefferson, Alexander Hamilton, Frederick Douglass, Susan B. Anthony, Elizabeth Cady Stanton, Jefferson Davis, Hiram Rhodes Revels</p> | | | |

| History–Social Science Content/ Alignment with Standards | Publisher Citations | Criterion Met? | | Reviewer Comments, Citations, and Questions |
|--|---|----------------|---|--|
| | | Y | N | |
| 12. For grades six through eight, the breadth and depth of world history to be covered are described in the <i>History–Social Science Framework</i> course descriptions. In addition to the content called for at grade six, instructional materials shall include the grade seven content standards on the Roman Empire (standard 7.1 and its sequence) and Mayan civilization (standard 7.7 and the applicable Mayan aspects of the sequence). In addition to the content called for at grade eight, materials shall include the grade seven content standards on the Age of Exploration, the Enlightenment, and the Age of Reason (standard 7.11 and its sequence). | SE G6: pp. 38- 43, 310-363 SE G8: pp. 2-37, 38-41, 75-86, 100-101 | | | |
| 13. Student writing assignments are aligned with the grade-level expectations in the <i>California Common Core State Standards for English Language Arts</i> (adopted by the State Board of Education in 2013), including both the Writing Standards for K–5 and 6–12 (as applicable), and the Writing Standards for Literacy in History/Social Studies 6–12, the <i>California English Language Development Standards</i> , and the <i>English Language Arts/English Language Development Framework</i> . | TE G6: xxxviii-xlix SE G6: ELA7-ELA14, 57, 76, 126, 129, 140, 181, 321-363 AJ G6: 54-55, 74-75, 102-103, 208-209 AR G6: 21C Skills: Develop a Clear Thesis, Organize Your Ideas, Support Ideas with Evidence, Write an Essay TE G7: xl-li SE G7 ELA7-ELA14, 77, 101, 208, 261, 310, 331, 398, 447 AJ G7: 52-53, 130-131, 174-175, 228-229 AR G7 21C Skills: Develop a Clear Thesis, Organize Your Ideas, Support Ideas with Evidence, Write an Essay | | | |

| History–Social Science Content/ Alignment with Standards | Publisher Citations | Criterion Met? | | Reviewer Comments, Citations, and Questions |
|--|--|----------------|---|--|
| | | Y | N | |
| | (Continued) TE G8: xlv-iv SE G8: ELA7-ELA14, 113, 165, 182, 241, 330, 383, 397, 455 AJ G8: 64-65, 90-91, 144-145, 170-171, AR G8 21C Skills: Develop a Clear Thesis, Organize Your Ideas, Support Ideas with Evidence, Write an Essay | | | |
| 14. Instructional materials use biography to portray the experiences of men, women, children, and youths. Materials shall include the roles and contributions of people from different demographic groups: Native Americans, African Americans, Mexican Americans, Asian Americans, Pacific Islanders, European Americans, lesbian, gay, bisexual, and transgender Americans, persons with disabilities, and members of other ethnic and cultural groups to the total development of California and the United States (<i>Education Code Section 60040</i>). | SE G8: pp. 12-13, 17, 29, 45, 53, 61, 91-93, 128, 207, 216, 286, 295-301, 325-326, 365, 368-369, 369-371, 377, 379, 406, 439, 440, 447, 478, 513, 516, 522-524, 527, 541-542, 550, 550-551, 567, 568, 569, 570, 585, 590, 602-604, 604- 605, 605-606 TE G8: p. 372 AR G8: Martin Luther King, Jr. and the Civil Rights Movement, Cesar Chavez and the Farm Labor Movement; Biographies (All) | | | |

| History–Social Science Content/ Alignment with Standards | Publisher Citations | Criterion Met? | | Reviewer Comments, Citations, and Questions |
|--|---|----------------|---|--|
| | | Y | N | |
| 15. Instructional materials, where appropriate, examine humanity’s place in ecological systems and the necessity for the protection of the environment (<i>Education Code</i> Section 60041). Materials include instructional content based upon the Environmental Principles and Concepts developed by the California Environmental Protection Agency and adopted by the State Board of Education (<i>Public Resources Code</i> Section 71301) where appropriate and aligned to the history–social science content standards. (See Appendix F). | SE G6: CI–CI 1, 2, 18–19, 24-25, 106, 107p, 140, 319 TE G6: 52, 94, 189, 319 SE G7: CI-CI 1, 15, 86-87, 206-207, 268, 277, 425, TE G7: 15, 206 SE G8: 160, 293, 308-309, 311, 322, 327-328, 463, 489, 501, 520-522, 594 TE G8: 506 | | | |
| 16. Instructional materials for grades five and eight shall include a discussion of the Great Irish Famine of 1845–1850 and the effect of the famine on American history (<i>Education Code</i> Section 51226.3[e]). | SE G8: pp. 337-339 | | | |
| 17. Emphasis is placed on civic values, democratic principles, and democratic institutions, including frequent opportunities for discussion of the fundamental principles embodied in the U.S. Constitution and the Bill of Rights. When appropriate to the comprehension of pupils, instructional materials shall include a copy of the U.S. Constitution and the Declaration of Independence (<i>Education Code</i> Section 60043). | SE G6: 96, 222, 233–237, 267, 288, 296 SE G7: 34–35, 39–40, 118–119, 121, 433, 435-436, 472-473, 475-481, 482, 483 SE G8: pp. 102-165, 622-623, 624-647 | | | |
| 18. Materials emphasize America’s multi-ethnic heritage and its contribution to this country’s development while explaining how American civic values provide students with a foundation for understanding their rights and responsibilities in this pluralistic society (<i>Education Code</i> sections 51226.5 and 60200.6). | SE G8: pp. 147-151, 157-162, 337-339 | | | |

| History–Social Science Content/ Alignment with Standards | Publisher Citations | Criterion Met? | | Reviewer Comments, Citations, and Questions |
|--|--|----------------|---|--|
| | | Y | N | |
| 19. Materials on American life and history give significant attention to the principles of morality, truth, justice, and patriotism and to a comprehension of the rights, duties, and dignity of American citizenship, inspiring an understanding of and a commitment to American ideals. Examples of memorable addresses by historical figures are presented in their historical context, including the effect of those addresses on people then and now (<i>Education Code</i> sections 52720 and 60200.5). | SE G8: pp. 135-162, 182, 258, 369, 441, 446, 449, 474 AR G8 Interactive Primary Sources: George Washington, Lincoln, Chief Joseph, Sojourner Truth, Booker T. Washington | | | |
| 20. Materials for studying the life and contributions of Martin Luther King, Jr., and the civil rights movement shall be included at each grade level, with suggestions for supporting the respective holidays in honor of those men and the accompanying activities (<i>Education Code</i> Section 60200.6). In those grade levels when the life of King is not directly connected to the historical narrative (e.g., sixth grade), it is acceptable to include this content in a distinct product that is included as part of the core program for that grade level. However, these materials must be provided to all students using the program. | AR G6: Martin Luther King, Jr. and the Civil Rights Movement AR G7: Martin Luther King, Jr. and the Civil Rights Movement AR G8: Martin Luther King, Jr. and the Civil Rights Movement | | | |
| 21. Where appropriate to the topics being covered, materials highlight the life and contributions of Cesar Chavez, the history of the farm labor movement in the United States, and the role of immigrants, including Filipino Americans, in that movement (<i>Education Code</i> Section 51008). | AR G6: Cesar Chavez and the Farm Labor Movement AR G7: Cesar Chavez and the Farm Labor Movement AR G8: Cesar Chavez and the Farm Labor Movement | | | |

Category 2: Program Organization

| Program Organization | Publisher Citations | Criterion Met? | | Reviewer Comments, Citations, and Questions |
|---|---|----------------|---|---|
| | | Y | N | |
| 1. Sequential organization of the material provides structure concerning what students should learn each year and allows teachers to convey the history–social science content efficiently and effectively. | SE G6: pp. vi-xi SE G7: pp. vi-xii SE G8: pp. vi-xii | | | |
| 2. The instructional materials provide instructional content for 180 days of instruction for at least one daily class period. | TE G6: pp. xxvi-xxxvii TE G7: pp. xxviii-xxxix TE G8: pp. xxx-xliii | | | |
| 3. The content is well organized and presented in a manner consistent with providing all students an opportunity to achieve the essential knowledge and skills described in the standards and framework. The academic language (i.e., vocabulary) specific to the content is presented in a manner that provides explicit instructional opportunities for teachers and appropriate practice for all students. | SE G6: p. 12, 19, 26, 45 TE G6: pp. 7, 10-11, 14, 15, 18, 21, 27, 29, AJ G6: pp. 13, 15, 17, 20 AR G6: English Language Development, Topic 1 SE G7: pp. 17, 25, 31 TE G7: pp. 306-307, 309, 312, 314, 11, 20, 27 AJ G7: pp. 13, 16, 18 AR G7: English Language Development, Topic 7 SE G8: 50, 62, 73, 101 TE G8: pp. 43, 45, 46-47, 52, 60, 64, 71 AJ G8: pp. 25, 27, 30 AR G8: English Language Development, Topic 1 | | | |

| Program Organization | Publisher Citations | Criterion Met? | | Reviewer Comments, Citations, and Questions |
|---|--|----------------|---|---|
| | | Y | N | |
| 4. A detailed, expository narrative approach providing for in-depth study is the predominant writing mode and focuses on people and their ideas, thoughts, actions, conflicts, struggles, and achievements. | SE G6: pp. 157-163, 165-168, 170-173 SE G7: pp. 18, 41-45, 47-48 SE G8: pp. 205-209, 275-277, 550-551 | | | |
| 5. Explanations are provided so that students clearly understand the likely causes of the events, the reasons the people and events are important, why things turned out as they did, and the connections of those results to events that followed. | SE G6: pp. 59, 153-155, 163, 173, 307, 335 SE G7: pp. 2-3, 100, 230, 309, 334, 335 SE G8: pp. 134, 461-464, 563-564 | | | |
| 6. The narrative unifies and interrelates the many facts, explanations, visual aids, maps, and literary selections included in the topic or unit. Those components clearly contribute directly to students' deeper understanding and retention of the events. | SE G6: pp. 291-292, 294-295 SE G7: pp. 72-74, 81, 83 SE G8: pp. 568, 577-578, 588 | | | |
| 7. The relevant grade-level standards shall be explicitly stated in both the teacher and student editions. Topical or thematic headings reflect the framework and standards and clearly indicate the content that follows. | Standards Headings SE G6: pp. xxii-xxvii, C11-C17 (Framework lines 4-13), 237 (Framework line 710), 292 (Framework line 1135), 293 (Framework line 1134) TE G6: pp. xxvi-xxxvii | | | |

| Program Organization | Publisher Citations | Criterion Met? | | Reviewer Comments, Citations, and Questions |
|--|--|----------------|---|---|
| | | Y | N | |
| | (Continued) SE G7: pp. xxiv-xxix, C11-C19 (Framework lines 4-16), 2 (Framework line 85), 23, (Framework line 268) TE G7: pp. xxviii-xxxix SE G8: pp. xxvi-xxxiii, C11-C15 (Framework lines 4-7), 413 (Framework line 653), 494-495 (Framework line 847) TE G8: pp. xxx-xliii | | | |
| 8. Each topic builds clearly on the preceding one(s) in a systematic manner. | SE G6: pp. vi-xi, 224-225 (Timeline World Events) SE G7: pp. vi-xii, 264-265 (Timeline World Events) SE G8: pp. vi-xii, 386-387 (Timeline World Events) | | | |
| 9. Topics selected for in-depth study are enriched with a variety of materials and content-appropriate activities and reflect the framework’s course descriptions. | Quest inquiry activities in each Topic of every grade bring depth to topics in the framework’s course descriptions. SE G6: pp. 226, 284 AJ G6: pp. 132-139, 162-169 | | | |

| Program Organization | Publisher Citations | Criterion Met? | | Reviewer Comments, Citations, and Questions |
|----------------------|--|----------------|---|---|
| | | Y | N | |
| | <p>(Continued)</p> <p>AR G6: Quest Sources Topics 6, 7 (Framework lines 656-658, 1107)</p> <p>SE G7: pp. 10, 200 AJ G7: pp. 4-11, 106-113 AR G7: Quest Sources Topics 1, 5 (Framework lines 175, 786-787)</p> <p>SE G8: pp. 318, 562 AJ G8: pp. 122-129, 222-229 AR G8: Quest Sources Topics 5, 9 (Framework lines 513-537, 820-822)</p> <p>Sites of Encounter features in Grade 7 bring depth to topics in the framework’s course description for that grade level.</p> <p>SE G7: pp. 130, 220, 420</p> | | | |

| Program Organization | Publisher Citations | Criterion Met? | | Reviewer Comments, Citations, and Questions |
|---|---|----------------|---|---|
| | | Y | N | |
| 10. Each unit presents strategies for universal access, including ways in which to improve the vocabulary and reading and language skills of English learners in the context of history–social science. | <p>TE G6: 7, 10-11, 14, 15, 18, 21, 17, 29 AJ G6: pp. 38-39, 40-41, 43-44 AR G6: English Language Development Activities</p> <p>TE G7: 11, 20, 27, 306-307, 309, 312, 314 AJ G7: pp. 64-65, 66-67, 68-69 AR G7: English Language Development Activities</p> <p>TE G8: 43, 45, 46-47, 52, 60, 64, 71 AJ G8: pp. 48-49, 50-51, 55-56 AR G8: English Language Development Activities</p> | | | |
| 11. The materials support the development of academic vocabulary for all students and provide instruction and opportunities for student practice and application in key vocabulary. | <p>SE G6: 285, 288, 289 TE G6: 285 AJ G6: 67, 70, 73</p> <p>SE G7: 201, 202, 206 TE G7: 201 AJ G7: 65, 67, 69</p> <p>SE G8: 476, 478, 481 TE G8: 476 AJ G8: 77, 79, 82, 84</p> | | | |

| Program Organization | Publisher Citations | Criterion Met? | | Reviewer Comments, Citations, and Questions |
|---|---|----------------|---|---|
| | | Y | N | |
| 12. Materials explain how history–social science instruction may be improved by the effective use of library media centers and information literacy skills. | SE G6: ELA12-ELA14 SE G7: ELA12-ELA14 SE G8: ELA12-ELA14 AR G6, G7, G8: 21 st Century Skills Tutorials: Analyze Media Content, Analyze Data and Models, Analyze Images, Evaluate Existing Arguments, Evaluate Web Sites, Identify Evidence, Search for Information on the Internet, Read Charts, Graphs, Tables | | | |
| 13. The tables of contents, indexes, glossaries, content summaries, and assessment guides are designed to help teachers, parents/guardians, and students. | SE G6: vi-xxi, 98-99, 381-385, 386-391, 392-404 SE G7: vi-xxiii, 260-261, 503-508, 509-515, 516-529 SE G8: vi-xxv, 36-37, 667-673, 674-682, 683-701 | | | |

Category 3: Assessment

| Assessment | Publisher Citations | Criterion Met? | | Reviewer Comments, Citations, and Questions |
|--|---|----------------|---|---|
| | | Y | N | |
| 1. Assessments in the instructional materials should reflect the goals of Chapter 19 of the <i>History–Social Science Framework</i> . Assessment tools measure what students know and are able to do, including their analysis skills, as defined by the standards. | AR G6, G7, G8: Course Pretest, Lesson Quizzes, Topic Tests | | | |
| 2. Entry-level assessments are provided to help teachers gauge student readiness for embarking upon the instructional program. Information is provided to teachers to help them utilize the results of those assessments to guide instruction and to determine modifications for specific students or groups of students. | AR G6, G7, G8: Course Pretest, Teacher Guide to the Course Pretest | | | |
| 3. Formative assessment tools that publishers include as a part of their instructional materials should provide evidence of students’ progress toward mastering the content called for in the standards and framework and should yield information teachers can use in planning and modifying instruction to help all students meet or exceed the standards. | SE G6: 321, 329, 335, 344, 349 SE G7: 398, 405, 412, 419 SE G8: 257, 268, 277, 284 AR G6, G7, G8: Lesson Quizzes | | | |
| 4. Summative assessments enable teachers to determine when students have achieved mastery of the content and skills outlined in the standards. Summative assessments enable teachers to determine if students can apply knowledge and/or skills learned during a unit to new exercises. | SE G6: p. 363 SE G7: p. 447 SE G8: p. 313 AR G6, G7, G8: Topic Tests | | | |
| 5. Materials provide frequent assessments at strategic points of instruction by such means as pretests, unit tests, chapter tests, and summative tests. | AR G6, G7, G8: Course Pre-Test, Lesson Quizzes, Topic Tests | | | |

| Assessment | Publisher Citations | Criterion Met? | | Reviewer Comments, Citations, and Questions |
|---|--|----------------|---|---|
| | | Y | N | |
| <p>6. Materials assess students’ progress toward meeting the instructional goals of history–social science through expository writing. Student writing assessments are aligned with the grade-level expectations in the <i>California Common Core State Standards for English Language Arts</i> (adopted by the State Board of Education in 2013), including both the Writing Standards for K–5 and 6–12 (as applicable), and the Writing Standards for Literacy in History/Social Studies 6–12, the <i>California English Language Development Standards</i>, and the <i>English Language Arts/English Language Development Framework</i>.</p> | <p>Writing Workshops SE G6: 57, 76, 99, 126, 129, 140, 181, 321, 329, 335, 344, 349, 363 TE G6: ELA7-ELA14 AJ G6: 54-59, 74-75, 102-103, 208-209</p> <p>SE G7: 77, 101, 208, 261, 310, 331, 398, 405, 412, 419, 447 TE G7: ELA7-ELA14 AJ G7: 52-53, 130-131, 174-175, 228-229,</p> <p>SE G8: 113, 165, 182, 241, 257, 268, 277, 284, 313, 330, 383, 397, 455 TE G8: ELA7-ELA14 AJ G8: 64-65, 90-91, 118-119, 144-145, 170-171</p> <p>Quests: Document-Based Writing SE G6: pp. 104, 186, 284 AJ G6 pp. 58-65, 106-113, 162-169 AR G6: Quest Sources Topics 3, 5, 7 AR G6: Rubrics</p> <p>SE G7: 200, 340, 452 AJ G7: 106-113, 178-185, 232-239</p> | | | |

| Assessment | Publisher Citations | Criterion Met? | | Reviewer Comments, Citations, and Questions |
|---|---|----------------|---|---|
| | | Y | N | |
| | (Continued) AR G7 Quest Sources Topics 5, 8, 10 AR G7: Rubrics SE G8: 318, 562 AJ G8: 122-129, 222-229 AR G8: Quest Sources Topics 5, 9 AR G8: Rubrics | | | |
| 7. Materials include analytical rubrics that are content-specific and provide an explanation of the use of the rubrics by teachers and students to evaluate and improve skills in writing, analysis, and the use of evidence. | AR G6, G7, G8: Rubrics, How to Use Rubrics | | | |
| 8. Assessment tools include multiple measures of student performance, such as selected response, short answer, essay, oral presentation, debates and speeches, service learning projects, research projects, certificates, and performance-based tasks. | AR G6, G7, G8: Topic Tests SE G6: pp. 6, 50, 104, 134, 186, 284, 226, 314 SE G7: pp. 10, 64, 106, 154, 200, 266, 304, 340, 390, 452 SE G8: pp. 42, 106, 170, 246, 318, 388, 460, 496, 562 | | | |

| Assessment | Publisher Citations | Criterion Met? | | Reviewer Comments, Citations, and Questions |
|---|--|----------------|---|---|
| | | Y | N | |
| 9. Assessment tools measure how students are able to use library media centers and information literacy skills when studying history–social science topics. | AR G6, G7, G8: 21 st Century Skills Tutorials, Assessments: Analyze Media Content, Analyze Data and Models, Analyze Images, Evaluate Existing Arguments, Evaluate Web Sites, Identify Evidence, Search for Information on the Internet, Read Charts, Graphs, Tables | | | |

Category 4: Universal Access

| Universal Access | Publisher Citations | Criterion Met? | | Reviewer Comments, Citations, and Questions |
|--|--|----------------|---|---|
| | | Y | N | |
| 1. The instructional materials should reflect the goals of access and equity outlined in Chapter 20 of the <i>History–Social Science Framework</i> . | <p>TE G6: pp. liv-lv, 10-11, 14, 18, 29 AR G6: 6-8 Pearson UDL Alignment; Differentiated Instruction in Social Studies; English Language Development Activities (all)</p> <p>TE G7: pp. lvi-lvii, 306-307, 309, 312, 314 AR G7: 6-8 Pearson UDL Alignment; Differentiated Instruction in Social Studies; English Language Development Activities (all)</p> <p>TE G8: pp. lx-lxi, 45, 46-47, 60, 71 AR G8: 6-8 Pearson UDL Alignment; Differentiated Instruction in Social Studies; English Language Development Activities (all)</p> | | | |

| Universal Access | Publisher Citations | Criterion Met? | | Reviewer Comments, Citations, and Questions |
|---|---|----------------|---|---|
| | | Y | N | |
| <p>2. Instructional materials present comprehensive guidance for teachers in providing effective, efficient instruction for all students. Instructional materials should provide access to the standards and framework-based curriculum for all students, including those with special needs: English learners, advanced learners, students below grade level in reading and writing skills, and special education students in general education classrooms. Materials should include suggestions for teachers on how to differentiate instruction to meet the needs of students in those groups.</p> | <p>TE G6: pp. liv-lv, 10-11, 14, 18, 29 AR G6: English Language Development Activities; Differentiated Instruction in Social Studies</p> <p>TE G7: pp. lvi-lvii, 306-307, 309, 312, 314 AR G7: English Language Development Activities; Differentiated Instruction in Social Studies</p> <p>TE G8: pp. lx-lxi, 45, 46-47, 60, 71 AR G8: English Language Development Activities; Differentiated Instruction in Social Studies</p> | | | |
| <p>3. Materials for kindergarten through grade three focus on the content called for in the <i>History–Social Science Content Standards</i>, including the Historical and Social Sciences Analysis Skills, and the <i>History–Social Science Framework</i> while complementing the goals of the <i>California Common Core State Standards for English Language Arts</i> and the <i>English Language Arts/English Language Development Framework for California Public Schools</i> (adopted in 2014).</p> | Not Applicable | | | |

| Universal Access | Publisher Citations | Criterion Met? | | Reviewer Comments, Citations, and Questions |
|--|--|----------------|---|---|
| | | Y | N | |
| 4. Materials for grades four through eight provide suggestions to further instruction in history–social science while assisting students whose reading and writing skills are below grade level. | TE G6: pp. 231, 236, 245 TE G7: pp. 277, 286, 295 TE G8: pp. 324, 336, 342 AR G6, G7, G8: Course Pre-Test; Teacher Guide to the Course Pretest | | | |
| 5. Instructional materials are designed to help meet the needs of students whose reading, writing, listening, and speaking skills fall up to two grade levels below the level prescribed in the English–language arts content standards and to assist in accelerating students’ skills to grade level. | TE G6: pp. ELA1-ELA14 TE G7: pp. ELA1-ELA14 TE G8: pp. ELA1-ELA14 | | | |
| 6. Materials must address the needs of students who are at or above grade level. Although materials are adaptable to each student’s point of entry, such differentiated instruction is focused on the history–social science content standards. | AR G6, G7, G8: Differentiated Instruction in Social Studies TE G6: pp. 231, 236, 245 TE G7: pp. 277, 286, 295 TE G8: pp. 324, 336, 342 | | | |
| 7. All suggestions and procedures for meeting the instructional needs of all students are ready to use with minimum modifications. | All suggestions are presented at point of use within the lesson and are targeted to help teachers easily modify the instruction for their particular students. TE G6: pp. 231, 236, 245 TE G7: pp. 277, 286, 295 TE G8: pp. 324, 336, 342 | | | |

| Universal Access | Publisher Citations | Criterion Met? | | Reviewer Comments, Citations, and Questions |
|---|---|----------------|---|---|
| | | Y | N | |
| <p>8. Materials provide suggestions for enriching the program or assignments for advanced learners by:</p> <ul style="list-style-type: none"> • Studying a topic, person, place, or event in more depth • Conducting a more complex analysis of a topic, person, place, or event • Reading and researching related topics independently • Emphasizing the rigor and depth of the analysis skills to provide a challenge for all students | <p>TE G6: pp. 231, 236, 245 TE G7: pp. 314, 326, 347 TE G8: pp. 395, 405, 416</p> | | | |
| <p>9. Materials provide suggestions to help teach English learners the <i>History–Social Science Content Standards</i> while reinforcing instruction based on the <i>California Common Core State Standards for English–Language Arts</i> and the <i>California English Language Development Standards</i>—notably to read, write, comprehend, and speak at academically proficient levels. Materials provide support for Integrated ELD instruction as described in the <i>English Language Arts/English Language Development Framework</i>.</p> | <p>TE G6: pp. xxxviii-xlix, ELA1, ELA2, ELA5, ELA9, ELA10, ELA13, ELA15, 147, 169, 179 AR G6: English Language Development Activities</p> <p>TE G7: pp. xl-li, ELA1, ELA2, ELA5, ELA9, ELA10, ELA13, ELA15, 113, 147, 193 AR G7: English Language Development Activities</p> <p>TE G8: pp. xliv-lv, ELA1, ELA2, ELA5, ELA9, ELA10, ELA13, ELA15, 410, 422, 483 AR G8: English Language Development Activities</p> | | | |

| Universal Access | Publisher Citations | Criterion Met? | | Reviewer Comments, Citations, and Questions |
|--|---|----------------|---|---|
| | | Y | N | |
| 10. Materials incorporate the principles of Universal Design for Learning (UDL) as described in the framework chapter on Access and Equity | AR G6, G7, G8: Pearson 6-8 UDL Alignment; Realize Reader: Navigation and Features (Note: Realize Reader is the name of the Student Edition Etext in the Digital Course) | | | |

Category 5: Instructional Planning and Support

| Instructional Planning and Support | Publisher Citations | Criterion Met? | | Reviewer Comments, Citations, and Questions |
|--|--|----------------|---|---|
| | | Y | N | |
| 1. Teacher-support materials are built into the instructional materials and contain suggestions and illustrative examples of how teachers can implement the instructional program. | <p>REALIZE is Pearson’s learning management system. It is the online site for standards-aligned content, class management tools, and assessments that deliver data to teachers. REALIZE provides content to help teachers enhance their instructional materials and engage students. Teachers can search by keyword or browse by standard to curate their student’s digital learning experience. REALIZE also delivers student mastery data to help teachers customize instruction for all students.</p> <p>AR G6, G7, G8: Realize: Realize Reader: Navigation and Features, Argument: Take a Stand, Active Classroom Strategies, Teacher Quick Reference, The Student Experience</p> <p>TE G6: pp. xxvi-xxxvii, I-iii, 2A-2H, 7-12, 15-19</p> | | | |

| Instructional Planning and Support | Publisher Citations | Criterion Met? | | Reviewer Comments, Citations, and Questions |
|--|---|----------------|---|---|
| | | Y | N | |
| | (Continued) TE G7: pp. xxviii-xxxix, lii-iv, 6A-6I, 11-17, 20-25 TE G8: pp. xxx-xliii, lvi-lix, 38A-38G, 43-50, 52-62 | | | |
| 2. The teacher and student materials present ways for all students to learn the content and analysis skills called for in the standards and the framework. | TE G6: pp. 138, 147, 150, 159, 169, 179, 231, 236, 245 AR G6: English Language Development Activities TE G7: pp. 66, 80, 88, 113, 147, 193, 314, 326, 347 AR G7: English Language Development Activities TE G8: pp. 395, 405, 410, 416, 422, 462, 470, 478, 483 AR G8: English Language Development Activities | | | |
| 3. Directions are explicit regarding how the analysis skills are to be taught and assessed in the context of the content standards. | TE G6: pp. 14, 20, 59, 71, 97 TE G7: pp. 19, 26, 52, 71, 78 TE G8: pp. 51, 74, 99, 134, 156 | | | |

| Instructional Planning and Support | Publisher Citations | Criterion Met? | | Reviewer Comments, Citations, and Questions |
|---|---|----------------|---|---|
| | | Y | N | |
| 4. Instructional materials provide a road map for teachers to follow when they are planning instruction while leaving them the flexibility and freedom to organize units around student inquiry. | TE G6: xxvi-xxxvii, 46A-46I, 50 TE G7: xxviii-xxxix, 102A-102G, 106 TE G8: xxx-xliii, 166A-166G, 170 | | | |
| 5. Teacher and student materials are coordinated so that teachers can easily locate places where students are working (e.g., have correlating page numbers in print materials or corresponding references in electronic materials). | Wrap-Around Teacher Edition for all grades. TE G6: pp. 51-57 TE G7: pp. 107-112 TE G8: pp. 270-277 | | | |
| 6. Instructional materials include a teacher-planning guide describing the relationships between the components of the program and how to use all the components to meet all the standards. | Realize is the Learning Management System on which the Digital Courses for Grades 6, 7, and 8 will reside. The following Additional Resources specify support materials available on Realize. AR G6, G7, G8: Realize: Manage Assignments and Classes (Video and Handout) TE G6: pp. vi-ix, 46A-46I, 51-57 TE G7: pp. vi-ix, 102A-102G, 107-112 TE G8: pp. vi-ix, 242A-242I, 247-2 | | | |

| Instructional Planning and Support | Publisher Citations | Criterion Met? | | Reviewer Comments, Citations, and Questions |
|--|--|----------------|---|---|
| | | Y | N | |
| 7. Publishers provide teachers with easily accessible and workable instructional examples and students with practice opportunities as they develop their understanding of the content and analysis skills. | <p>SE G6: pp. 140, 146, 147, 155, 163, 169 TE G6: 51-57, 147 AJ G6 All AR G6: Lesson Quizzes</p> <p>SE G7: pp. 158, 163, 172, 173, 193 TE G7: 107-112, 193 AJ G7: All AR G7: Lesson Quizzes</p> <p>SE G8: pp. 257, 268, 269, 277, 284, 292 TE G8: 247-257, 292 AJ G8 All AR G8: Lesson Quizzes</p> | | | |
| 8. Blackline masters are accessible in print and in digitized formats and are easily reproduced. Black areas shall be minimal to require less toner when printing or photocopying. | AR G6, G7, G8: English Language Development Activities, Quest Sources | | | |
| 9. The teacher materials describe what to teach, how to teach, and when to teach. | <p>TE G6: pp. xxvi-xxxvii, I-llii, 182A-182H, 186, 187-190, 191-194</p> <p>TE G7: pp. xxviii-xxxix, lli-iv, 262A-262F, 266, 267-273, 276-281</p> <p>TE G8: pp. xxx-xliii, lvi-lix, 314A-314H, 318, 319-330, 332-340</p> | | | |

| Instructional Planning and Support | Publisher Citations | Criterion Met? | | Reviewer Comments, Citations, and Questions |
|--|---|----------------|---|---|
| | | Y | N | |
| 10. Terms from the standards and framework are used appropriately and accurately in the instructions. | <p>TE G6: pp. lx-lxi, 138, 147, 150, 159, 169, 179</p> <p>TE G7: pp. lvi-lvii, 66, 80, 88, 113, 147, 193</p> <p>TE G8: pp. lx-lxi, 395, 405, 410, 416, 422</p> | | | |
| 11. All assessment tools, instructional tools, and informational technology resources include technical support and suggestions for appropriate use of technology. | <p>Realize is the Learning Management System on which the Digital Courses for Grades 6, 7, and 8 will reside. The following Additional Resources specify support materials available on Realize.</p> <p>AR G6, G7, G8: Suggestions for the Appropriate Use of Technology, Realize: Class and Student Data (Video and Handout), Review and Score Assignments (Video and Handout)</p> <p>Technical support is provided for all resources at https://support.pearson.com</p> | | | |

| Instructional Planning and Support | Publisher Citations | Criterion Met? | | Reviewer Comments, Citations, and Questions |
|---|---|----------------|---|---|
| | | Y | N | |
| 12. Electronic learning resources, when included, support instruction and connect explicitly to the standards. | <p>Realize is the Learning Management System on which the Digital Courses for Grades 6, 7, and 8 will reside. The following Additional Resources specify support materials available on Realize.</p> <p>AR G6, G7, G8: AR Class and Student Data (Video and Handout)</p> <p>TE G6: pp. xvi, xvii, xviii, xix, 182A-182H, 222A-222J</p> <p>TE G7: pp. xvii, xviii, xix, xx, 336A-336H, 386A-386I</p> <p>TE G8: pp. xvii, xviii, xix, xx, xxi, xxii, 314A-314H, 384A-384H</p> | | | |
| 13. The teacher resource materials provide background information about important events, people, places, and ideas appearing in the standards and framework. | <p>TE G6: pp. 145, 185, 230, 248, 254, 260</p> <p>TE G7: pp. 16, 37, 38, 265, 303</p> <p>TE G8: pp. 24, 27, 30, 31, 33, 49</p> | | | |

| Instructional Planning and Support | Publisher Citations | Criterion Met? | | Reviewer Comments, Citations, and Questions |
|---|--|----------------|---|---|
| | | Y | N | |
| 14. Instructional practices recommended in the materials are based on the content in the standards and framework and on current and confirmed research. | Education experts ensured the program implements current instructional practices, confirmed by the latest research. All practices are based on the content in the standards and framework. TE G6: pp. iii, iv, v, I-iii, liv-lv TE G7: pp. iii iv, v, lii-lv, lvi-lvii TE G8: pp. iii, iv, v, lvi-lix, lx-lxi | | | |
| 15. Materials discuss and address common misconceptions held by students. | TE G6: pp. 103, 133, 162, 225 TE G7: pp. 39, 308, 392, 415 TE G8: pp. 10, 11, 115, 188 | | | |
| 16. Homework extends and reinforces classroom instruction and provides additional practice of skills that have been taught. | Flexible materials include individual activities that allow students to reinforce instruction and practice skills outside the classroom, in print or online. AJ: G6, G7, G8 | | | |

| Instructional Planning and Support | Publisher Citations | Criterion Met? | | Reviewer Comments, Citations, and Questions |
|--|--|----------------|---|---|
| | | Y | N | |
| 17. Materials include suggestions on how to explain students' progress toward attaining the standards. | Pearson's learning management system, Realize, provides information about each student's progress toward mastery of the standards. AR G6, G7, G8: Realize: Class and Student Data (Video and Handout) | | | |
| 18. Materials include suggestions for parents on how to support student achievement. | AR: G6, G7, G8: Realize: Parent Letter (English, Spanish) TE G6: p. 280B TE G7: p. 262B TE G8: p.102B | | | |
| 19. The format clearly distinguishes instructions for teachers from those for students. | Wrap-around TE in all grades visually separates the student and teacher material. TE G6: pp. 105-112 TE G7: pp. 107-112 TE G8: pp. 157-162 | | | |

| Instructional Planning and Support | Publisher Citations | Criterion Met? | | Reviewer Comments, Citations, and Questions |
|---|--|----------------|---|---|
| | | Y | N | |
| 20. Answer keys are provided for all workbooks and other related student activities. | The Teacher Edition provides answers for all Student Edition questions. TE G6: pp. 105-112 TE G7: pp. 107-112 TE G8: pp. 157-162 Answer Keys will be provided for the Active Journal and all student activities. | | | |
| 21. Publishers provide charts of the time requirements and cost of staff development services available for preparing teachers to implement fully the program. | AR G6, G7, G8: Implementation Requirements | | | |
| 22. Materials provide teachers with instructions on how outside resources (e.g., guest speakers, museum visits, and electronic field trips) are to be incorporated into a standards-based lesson. | TE G6: pp. 2B, 46B, 100B, 130B, 182B, 222B, 182B TE G7: pp. 6B, 60B, 102B, 150B, 196B, 262B, 300B, 336B TE G8: pp. 38B, 166B, 242B, 384B, 558B | | | |

| Instructional Planning and Support | Publisher Citations | Criterion Met? | | Reviewer Comments, Citations, and Questions |
|--|--|----------------|---|---|
| | | Y | N | |
| 23. Materials provide guidance on the effective use of library media centers to improve instruction and on the materials in library media centers that would best complement the history–social science content standards and framework. | TE G6: pp. 2B, 46B, 100B, 130B, 182B TE G7: pp. 6B, 60B, 300B TE G8: pp. 38B, 166B, 242B, 384B | | | |

Abbreviation Key:

- Student Edition (SE)
- Teacher Edition (TE)
- Active Journal (AJ)
- Additional Resources (AR)

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