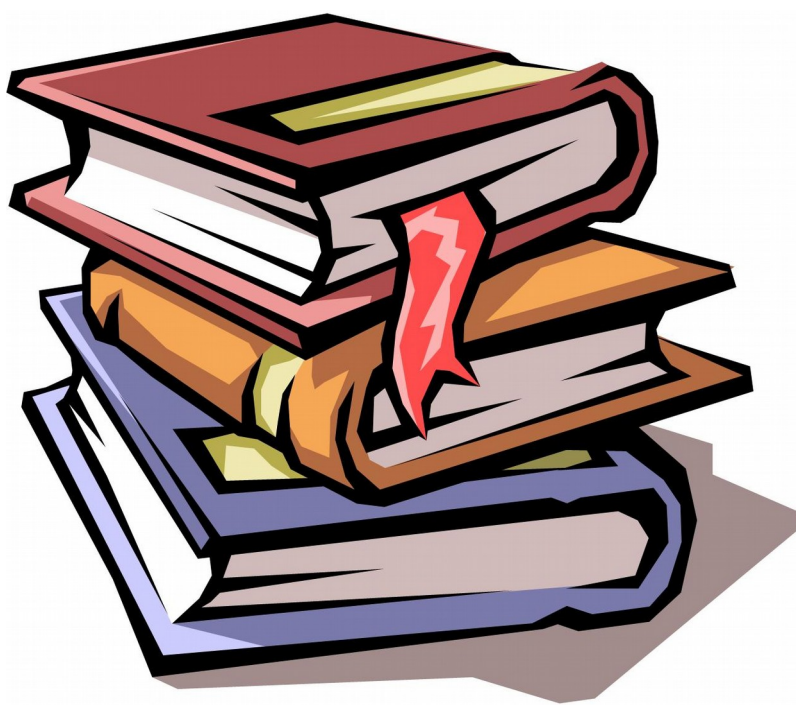


2017 HISTORY–SOCIAL SCIENCE ADOPTION

INSTRUCTIONAL QUALITY COMMISSION ADVISORY REPORT



Submitted to the State Board of Education
October 2017

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Introduction

The previous state adoption of kindergarten through grade eight (K–8) instructional materials in history–social science took place in 2005. The California Department of Education (CDE) had already begun preparations for the next adoption, scheduled for 2011, when a moratorium on curriculum framework development and instructional materials adoptions was put in place in late July 2009 through the passage of Assembly Bill X4 2. That bill added Section 60200.7 to the *Education Code (EC)*, which suspended all State Board of Education (SBE) actions related to those activities until July 1, 2013. That suspension was extended for two more years by Senate Bill 70, signed in March 2011.

In the meantime, California was moving forward with the adoption of the Common Core State Standards (CCSS) in English language arts and mathematics. Due to the suspension, the implementation of those standards had to be authorized through specific legislation that allowed for exceptions to the suspension for the development of curriculum frameworks and the adoption of instructional materials that were aligned to the CCSS.

Even though the suspension ended on July 1, 2015, the impact it has had on the regular adoption of curriculum frameworks and instructional materials will be felt for years to come. The *History–Social Science Framework*, which had been approved for its first field review by the then-Curriculum Commission when the suspension took effect, was delayed until 2014 when Senate Bill 1540 allowed work on it to resume. The framework, which contains the criteria for the evaluation of K–8 instructional materials, was not finished and approved by the SBE until July 2016.

Work on the adoption was further complicated by funding challenges. When the Curriculum Commission was reconstituted as the Instructional Quality Commission (IQC) in 2012, its regular budget that had been cut as part of the suspension was never reinstated by the Legislature. This has meant that the IQC’s work on curriculum framework development and instructional materials adoptions has had to be funded each year on an ad hoc basis. Also significant is the trend toward funding adoptions through the collection of fees from participating publishers. This adoption was the third statewide adoption that was supported by publisher fees.

This adoption, the first in twelve years, is significant in a number of ways. While the California academic content standards in history–social science have not changed, the new curriculum framework includes significant revisions and new content that has had a profound effect upon the instructional materials developed by publishers. Furthermore, this adoption reflects the significance of the adoption of the CCSS in English language arts, especially the literacy standards for history/social studies. The instructional shifts in the CCSS are not just limited to English language arts teachers, and the new *History–Social Science Framework* includes an emphasis on the collaborative aspects of literacy and skill development that will have an impact on how history–social science is taught going forward. The framework also includes a particular emphasis on the contributions

of diverse groups to the development of California and the United States, and preparing students for their role as active citizens in our democracy by promoting civic engagement and civic participation.

The new framework also includes the criteria for evaluating kindergarten through grade eight instructional materials (see Appendix A of this document for the full criteria). The criteria serve as the evaluation instrument for determining whether instructional materials align to the content standards, curriculum framework, and the other requirements established by the SBE. The adopted evaluation criteria require that instructional materials that are submitted cover at least one full-year course of study. Supplemental instructional materials were not reviewed as part of this adoption.

The criteria for the evaluation of history–social science instructional materials for kindergarten through grade eight are organized into five categories:

1. **History–Social Science Content/Alignment with the Standards.** Instructional materials include content as specified in the *Education Code*, the *History–Social Science Content Standards*, and the *History–Social Science Framework*. Programs must meet all standards for the submitted grade levels in full to be eligible for adoption.
2. **Program Organization.** Instructional materials support instruction and learning of the standards and include such features as the organization and design of the program.
3. **Assessment.** Instructional materials include assessments for measuring what students know and are able to do and provide guidance for teachers on how to use assessment results to guide instruction.
4. **Universal Access.** Instructional materials provide access to the standards-based curriculum for all students, including students eligible for special education, English learners, and students whose achievement is either below or above that typical of the class or grade level.
5. **Instructional Planning and Support.** Information and materials contain a clear road map for teachers to follow when planning instruction and are designed to help teachers provide effective standards-based instruction.

Materials that fail to meet the criteria in Category 1: History–Social Science Content/Alignment with the Standards will not be considered suitable for adoption. All criteria statements in Category 1 that are appropriate for the grade levels submitted must be met for a program to be adopted. In addition, programs must have strengths in each of categories 2 through 5 to be suitable for adoption.

The SBE approved standards and evaluation criteria maps were developed by the CDE to help publishers identify where their instructional materials were aligned with the

content standards and the evaluation criteria. Publishers completed the maps with citations to their programs and submitted them with their sample materials. The SBE appointed Instructional Materials Reviewers (IMRs) and Content Review Experts (CREs) who used the maps to evaluate a program's alignment with the content standards and evaluation criteria.

Adoption Process

ADOPTION TIMELINE

As recommended by the IQC, the SBE adopted the Schedule of Significant Events for the 2017 History–Social Science Adoption on July 14, 2016. The last adoption of history–social science instructional materials took place in 2005. Initial briefings of publishers on the process for the adoption took place on July 28, 2016, and September 23, 2016. The July 28 briefing was a webinar that provided an overview of the California adoption process, while the September 23 briefing focused on the content of the new *History–Social Science Framework*.

PUBLISHERS INVITATION TO SUBMIT MEETING

A Publishers Invitation to Submit (ITS) meeting was held on January 18, 2017. Publishers were invited to attend the ITS meeting to learn about the process and procedures for submitting K–8 instructional materials for the 2017 History–Social Science Adoption. Each publisher received a digital copy of the *Publishers Invitation to Submit Instructional Materials for California's 2017 History–Social Science Instructional Materials Adoption*, a document that contains all of the information necessary for a publisher to know how to effectively participate in the adoption process. Technical information was provided at the meeting, including the schedule of significant events, the publisher's responsibilities for participating in the adoption, a review of the adoption process, an overview of the content standards, curriculum framework, and the evaluation criteria, a description of the social content requirements in the *Education Code*, and the logistics of the submission process.

PUBLISHER FEES

Pursuant to *EC* Section 60212, and in accordance with the *California Code of Regulations*, Title 5 (5 *CCR*), Section 9517.3, this adoption was financed through fees paid by participating publishers. The fee was set at \$5,000 per program per grade level submitted.

The legislation also included the provision that, upon the request of a small publisher or small manufacturer, the SBE may reduce the fee for participation in the adoption. *EC* Section 60211 states that a "small publisher" and "small manufacturer" mean an

independently owned or operated publisher or manufacturer that is not dominant in its field of operation and that, together with its affiliates, has 100 or fewer employees, and has average annual gross receipts of ten million dollars (\$10,000,000) or less over the previous three years. Three publishers submitted requests for small publisher fee reduction, but only one, First Choice Educational Publishing, went on to submit instructional materials for consideration.

REVIEWER APPOINTMENT AND TRAINING

The SBE appointed IMRs and CREs at its meeting on January 11, 2017. Based on the recommendations of the IQC, the SBE appointed a total of 99 IMRs and 21 CREs. The CREs and IMRs were divided into 10 review panels that were assigned one or more programs to review.

The IMRs included classroom teachers who teach students in kindergarten or grades 1–12, have a “professional” credential under California law, and who have experience with, and expertise in, standards-based-educational programs and practices in the content field under consideration. 5 CCR requires that a majority of the IMRs be classroom teachers at the time of appointment. Some of the IMRs had experience in providing instruction to English Learners, and in providing instruction to students with disabilities. For the 2017 History–Social Science Adoption, CREs were required to have a doctoral degree in history or a related field of social science.

The IQC and the Curriculum Frameworks and Instructional Resources Division (CFIRD) staff trained reviewers at the Doubletree Hilton in Sacramento on April 25–28, 2017, to prepare them for their independent review and subsequent deliberations. The training materials were reviewed and approved by the IQC at its meeting on November 17–18, 2016, and by the SBE at its meeting on January 11, 2017. The training included sessions on the content standards, curriculum framework, evaluation criteria, social content requirements, and the adoption process. Publishers made formal presentations on their programs on the final day of the training and answered reviewer questions.

The training was conducted in accordance with the *Bagley-Keene Open Meeting Act*. Various publisher representatives and interested members of the public attended the training. Each day, at a pre-determined time, the training was paused to provide an opportunity for public comment.

IMR/CRE REVIEW, DELIBERATIONS, AND REPORT OF FINDINGS

After training was completed, the IMRs and CREs received complete sets of instructional materials for the programs they were assigned to review and evaluate according to the evaluation criteria. The IMRs and CREs conducted their independent reviews of the submitted instructional materials during May through early July.

The reviewers met in their assigned review panels at the Doubletree Hilton in Sacramento for deliberations held on July 25–28, 2017. The IMRs and CREs discussed the individual notes and citations they had developed while performing their independent reviews. A member of the IQC or another facilitator approved by the SBE was assigned to facilitate each panel. CFIRD staff provided support to the panels. During deliberations, publishers were provided a formal publisher response time to address three to five questions on each of their respective programs posed by the panel members. Publishers received these questions in advance and could provide written as well as verbal responses.

The IMRs and CREs worked collaboratively during deliberations to produce a *Report of Findings* for each program. The reports include findings for each category of the criteria and exemplary (not exhaustive) citations to support those findings.

All 12 of the programs submitted by publishers for consideration were recommended by the IMR/CRE panels for adoption, with some recommendations contingent upon satisfactory completion of specified edits and corrections and/or social content citations.

Edits and corrections are defined as inexact language, imprecise definitions, mistaken notations, mislabeling, misspellings, and grammatical errors. Edits and corrections do not include rewrites, including revisions of sections, chapters, or entire pages, or adding new content to a program. Rewrites are not allowed during the adoption process (5 CCR sections 9510(h) and (r), and 9519(f) through (g)). The review panels also provided citations for social content violations when those were found in the programs.

The panel deliberations were conducted in accordance with the *Bagley-Keene Open Meeting Act*. Various publisher representatives and interested members of the public attended the deliberations. At least twice each day, the deliberations process included an opportunity for public comment.

PUBLIC COMMENT AND REVIEW

Instructional materials submitted for adoption were displayed for public review and comment, beginning May 12, 2017, at 10 Learning Resource Display Centers (LRDCs) throughout the state (see Appendix B). In addition, publishers were required to submit a URL indicating where copies of student materials were available for public access online (5 CCR Section 9523(b)) during the adoption process. Pursuant to 5 CCR Section 9521, any comments on the submitted instructional materials received by July 10, 2017, were forwarded to the review panels for their consideration. Over a thousand pages of comments were received by the above deadline and were forwarded to the review panels. Those comments and comments received after that date were forwarded to the IQC and will be sent to the SBE as well prior to its action on the adoption in November 2017.

The IQC hosted a meeting to take public comment on the 2017 History–Social Science Adoption on August 17, 2017, in Sacramento. Publisher representatives and members of the public attended and submitted comments to the IQC for consideration. All members of the IQC were not present at that meeting, but all members received copies of comments that were submitted in writing.

Prior to making its recommendations to the SBE, the IQC held two additional public hearings, one during the History–Social Science Subject Matter Committee (HSS SMC) meeting on September 27, 2017, and one during the full IQC meeting on September 28, 2017. Public comment was received by the IQC both in writing and in testimony at the public hearings. All public comments received by the IQC will be forwarded to the SBE for its November 2017 agenda item on the 2017 History–Social Science Adoption. The SBE will hold a final public hearing at that meeting prior to taking action on the IQC’s recommendations.

INSTRUCTIONAL QUALITY COMMISSION REVIEW AND DELIBERATIONS

IQC members also had the option of receiving sets of all submitted programs, selected programs, or just student and teacher editions. On September 27–28, 2017, the members of the IQC considered the recommendations from the IMR/CRE review panels, public comments, and reports from individual Commissioners to determine whether each program satisfied or did not satisfy the SBE-adopted evaluation criteria for this adoption.

On September 27, 2017, the HSS SMC held a public hearing and discussed in depth the IMR/CRE *Report of Findings* for each program. The HSS SMC heard testimony from more than 140 members of the public before taking action to recommend programs to the full IQC.

The 12 programs submitted by publishers received individual motions and votes. Each motion was stated in the affirmative in each case. A majority vote from the HSS SMC was required for any program to be recommended to the full IQC for adoption. The HSS SMC recommended 11 of the 12 programs that had been recommended by the review panels. The HSS SMC did not recommend the program *Kids Discover California Social Studies* (kindergarten through grade six) by Houghton Mifflin Harcourt. In its recommendation to the full Commission the HSS SMC made numerous changes to the list of edits and corrections and social content citations issued by the review panels, including the addition of edits taken from the public comment submitted for the adoption.

On September 28, 2017, after receiving comment from more than 50 members of the public in a second open hearing, the full IQC engaged in an extended discussion of the HSS SMC’s recommendation before it took action to recommend programs to the SBE. Nine members of the IQC had to vote in the affirmative for any program to be recommended to the SBE. The IQC recommended 10 of the 12 programs; in addition to not recommending the K–6 program from Houghton Mifflin Harcourt, it also did not

recommend the *Social Studies for California* program for grades six through eight by the same publisher. In its recommendation to the SBE the IQC made additional changes to the list of edits and corrections and social content citations approved by the HSS SMC, including the addition of more edits taken from public comment.

EC Section 60200(e) FINDING

In this adoption, the total number of recommended programs provide five or more basic instructional materials for each grade level in grade six through eight. However, only four programs were recommended for each grade level in kindergarten through grade five. Because five or more programs were submitted in those grade levels, if the SBE elects to adopt the programs recommended by the IQC it must find that fewer than five programs met the criteria for the adoption and conduct a review of the degree to which the criteria and procedures for evaluation were consistent with the SBE-adopted curriculum framework. Liaisons from the SBE were present at all meetings of the IQC related to this adoption, and at the training and deliberations of reviewers, and can attest to the extent to which the process was aligned to the SBE-adopted framework.

EDITS AND CORRECTIONS MEETINGS

Edits and Corrections meetings will be scheduled with individual publishers after the SBE takes its final action on the adoption. The process and timeline for edits and corrections meetings are specified in 5 CCR Section 9525, titled "Post Adoption Edits and Corrections Procedures." These meetings with publishers will address the edits and corrections that are required by the SBE as part of its action to adopt instructional materials. Publishers whose programs are adopted by the SBE will be required to complete all edits and corrections within 60 days of CDE notification of the results of the edits and corrections meetings pursuant to 5 CCR Section 9525(e). No programs will be added to the CDE Price List of Adopted Instructional Materials online database until all edits and corrections have been made and verified.

PUBLISHERS' RESPONSIBILITIES IF ADOPTED

According to the provisions of EC sections 60061 and 60061.5, publishers are required to comply with a number of very specific provisions that ensure that publishers furnish instructional materials to every school district in California at the lowest or same price offered to other districts in this state or any other state in the nation. A bulletin will be sent to all adopted publishers containing information about the statutory and regulatory requirements related to state-adopted materials, post-adoption timelines, requirements regarding sales and marketing, alternate formats, pricing, and other issues.

CHANGES TO INSTRUCTIONAL MATERIALS STATUTES AND FUNDING

Pursuant to EC Section 60210, districts are no longer required to purchase instructional materials from a state adoption list. If a district elects to purchase materials that are not

state adopted, they are required to include a majority of classroom teachers who are assigned to the subject area or grade level of the materials in their local review process.

Districts receive state instructional materials funding as part of their basic funding under the Local Control Funding Formula (LCFF) pursuant to Assembly Bill 97. More information about the LCFF can be found on the CDE Web site at <http://www.cde.ca.gov/fg/aa/lc/>.

Instructional materials sufficiency requirements (*EC* Section 60119) remain in effect. Districts must certify each year that they have standards-aligned textbooks or basic instructional materials in English language arts, mathematics, science, and history–social science students for all students in kindergarten through grade twelve to use in class and take home. Since the state instructional materials funds have been incorporated into LCFF there is no financial penalty for failing to meet the sufficiency requirement, but this may change with future legislation.

Instructional Quality Commission Recommendations

These programs have not been adopted by the State Board of Education

The reports of the IMR/CRE review panels are posted in their entirety on the CDE
History–Social Science Instructional Materials Web page at
<http://www.cde.ca.gov/ci/hs/im/>.

Publisher	Program Title	Grade Level(s)	IMR/CRE Recommendation	IQC Recommendation
Discovery Education	<i>Discovery Education Social Science Techbook</i>	6–8	Recommended	Recommended
First Choice Educational Publishing	<i>E Pluribus Unum: The American Pursuit of Liberty, Growth, and Equality, 1750-1900</i>	8	Recommended	Recommended
Houghton Mifflin Harcourt Publishing Company	<i>HMH Kids Discover California Social Studies</i>	K–6	Recommended	Not Recommended
Houghton Mifflin Harcourt Publishing Company	<i>Social Studies for California</i>	6–8	Recommended	Not Recommended
McGraw-Hill School Education	<i>Impact: California Social Studies</i>	K–5	Recommended	Recommended
McGraw-Hill School Education	<i>Impact: California Social Studies</i>	6–8	Recommended	Recommended
National Geographic Learning	<i>National Geographic World History</i>	6–8	Recommended	Recommended
Pearson Scott Foresman and Prentice Hall	<i>California History-Social Science myWorld Interactive</i>	K–5	Recommended	Recommended
Pearson Scott Foresman and	<i>California History-Social Science:</i>	6–8	Recommended	Recommended

Publisher	Program Title	Grade Level(s)	IMR/CRE Recommendation	IQC Recommendation
Prentice Hall	<i>myWorld Interactive</i>			
Studies Weekly	<i>California Studies Weekly – Social Studies</i>	K–6	Recommended	Recommended
Teachers' Curriculum Institute	<i>Social Studies Alive! California Series</i>	K–5	Recommended	Recommended
Teachers' Curriculum Institute	<i>History Alive! California Series</i>	6–8	Recommended	Recommended

Basic Grade-Level Programs

Discovery Education, *Discovery Education Social Science Techbook*, Grades Six through Eight

Program Summary:

Discovery Education Social Science Techbook includes: Digital Textbook.

Recommendation:

Discovery Education Social Science Techbook is recommended for adoption because the instructional materials include content as specified in the *History–Social Science Content Standards for California Public Schools* and meet all the criteria in category 1 with strengths in categories 2–5.

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

The program supports instruction designed to ensure that students master all the *History–Social Science Content Standards* for the intended grade level(s) and meets all of the evaluation criteria in category 1.

Citations:

- Criterion #1: Grade 6, 11.2 Christianity’s Spread/Elaborate/Activity/ Timeline Map: A New Religion; Grade 7, 2.2 Roman Origins and Early Political Structures/Explore/p. 4/Reading Passage: The Republic, Then and Now; Grade 8, 4.3 A More Perfect Union/Explore, p. 5 Democratic Principles
- Criterion #2: Grade 6, 2.1 Neolithic Revolution/Engage/Connecting and Questioning
- Criterion #4: Grade 8, 6.2 The War of 1812/Elaborate/Historical Perspectives Investigation
- Criterion #5: Grade 6, 4.2 Egyptian Society/Elaborate/Say What?/Activity: Precepts of Ptah-Hotep
- Criterion #6: Grade 8, 7.1 Jacksonian Democracy/Elaborate/Source Analysis Investigation
- Criterion #10: Grade 7, 4.1 Roots of Islam/Explore/Faith, Prayer, Charity, Fasting, and Pilgrimage p. 6

Criteria Category 2: Program Organization

The organization and features of the instructional materials support instruction and learning of the standards.

Citations:

- Criterion #2: Grade 6, 4.2 Egyptian Society/Model Lesson
- Criterion #5: Grade 7, 11. 2 The Scientific Revolution/Explore/p. 1
- Criterion #6: Grade 8, 9.4 Slavery and the Civil War/The Course of War
- Criterion #8: Grade 8, 5.11 Dawn of the American Century/A Country Transformed

Criteria Category 3: Assessment

The instructional materials provide teachers with assistance in using assessments for planning instruction and monitoring student process toward mastering the content.

Citations:

- Criterion #1: Grade 7, 8.1 Geography of Africa/Explain, Quick Write
- Criterion #5: Grade 8, 4.3 Establishing a New Government/A More Perfect Union/Model Lesson/Lesson Overview
- Criterion #6: Grade 6, 8.1 Culture and Beliefs of the Ancient Hebrews/Elaborate/Activity
- Criterion #8: Grade 6, 5.2 Ancient Civilizations/Kush and Phoenicia, Phoenicia's Geography and Society/Evaluate/Assess/Assessment

Criteria Category 4: Universal Access

Program materials ensure universal and equitable access to high-quality curriculum and instruction for all students and provide teachers with suggestions for differentiation for students with special needs.

Citations:

- Criterion #6: Grade 6, 9.2 Greek Political Systems/Elaborate/Activity/Document-based Investigation: For the People, By the People?
- Criterion #8: Grade 6, 3.3 Mesopotamian Innovations and Contributions/Elaborate/Activity/Role Play: On Trial
- Criterion #8: Grade 8, 6.1 The Age of Jefferson/Elaborate/Activity/Socratic Seminar/The Louisiana Purchase
- Criterion #10: Grade 7, 9.2 Renaissance Cultural Contributions/Elaborate/Investigation/Source Analysis: The Renaissance Man

Criteria Category 5: Instructional Planning and Support

The instructional materials contain a clear road map for teachers to follow when planning instruction and are designed to help teachers provide effective standards-based instruction and ensure opportunities for all students to learn the essential skills and knowledge specified in the standards.

Citations:

- Criterion #2: Grade 8, 8.1 Industrialization/Model Lesson/Lesson Overview
- Criterion #4: Grade 7, 2.5 A Weakening Empire/Explore/CIT p. 1, Who was the Emperor? Who was not Emperor?
- Criterion #8: Grade 7, 2.5 A Weakening Empire/Explore/p. 6, Cause, Event, Effect Chart
- Criterion #9: Grade 8, 8.2 Urbanization and Immigration/Model Lesson/Every Techbook Concept
- Criterion #15: Grade 6, 9.2 Greek Political Systems/Model Lesson/Teacher Preparation/Common Misconceptions

Edits and Corrections:

The following edits and corrections must be made as a condition of adoption:

1. Grade 7, Ch. 3.3 Medieval Europe, p. 12: "...both Christians and Muslims consider the land in present-day Israel, many Christians made pilgrimages to shrines in the Holy Land." Should read "...Christians, Muslims, and Jews consider the land in present-day Israel, many Christians made pilgrimages to shrines in the Holy Land."

Social Content Citations:

The following social content citations must be addressed as a condition of adoption:

1. A-1, A-2: Video contains a male teaching bible study with an all-female audience passively listening (0:36-0:49).

Publisher-Submitted Errata:

Grade	Component Name	Page/ location	Identified error	Proposed correction
6	Social Studies Techbook	6.2 India's Rulers and Society> Engage	"These words come from the Bhagavad Gita, an ancient text of the Hindu religion that became part of the Indian culture between 400 BCE and 200 CE."	"These words come from the Bhagavad Gita, one of Hinduism's most well-known and widely read texts."
6	Social	6.2 India's	"Indo-European speakers did not	"Indo-European speakers did not

Grade	Component Name	Page/ location	Identified error	Proposed correction
	Studies Techbook	Rulers and Society> Explore p.2	have a written form of this language, but over time they developed a written Sanskrit alphabet."	have a written form of this language, but over time they developed a written alphabet."
6	Social Studies Techbook	6.2 India's Rulers and Society> Explore p.2	"As the religion became more defined in practice, this supreme force became known as Brahma."	"As the religion became more defined in practice, this supreme force became known as Brahman."
6	Social Studies Techbook	6.2 India's Rulers and Society> Evaluate	"There are millions of gods and goddesses in Hinduism."	Delete
6	Social Studies Techbook	6.3 India's Religions: Origins and Characteristic s> Engage	"Sanjay comes from an ancient Brahman family, so in addition to his regular schooling, his father, a Hindu priest, also provides him with daily religious instruction."	"Sanjay comes from an ancient Brahmin family, so in addition to his regular schooling, his father, a Hindu priest, also provides him with daily religious instruction."
6	Social Studies Techbook	6.3 India's Religions: Origins and Characteristic s> Explore p. 1	"Hindus honors many gods and goddesses as aspects of that power."	"Hindus honors many Gods and Goddesses as aspects of that power."
6	Social Studies Techbook	6.3 India's Religions: Origins and Characteristic s> Explore p. 2	"He has appeared on Earth as nine different avatars, and is predicted to appear in one more form. Similar to digital avatars today, Vishnu's avatars are the different animal and human forms in which he appears."	"He has appeared on Earth in many avatars, nine of which are the most famous. Vishnu's avatars are the different animal and human forms."
6	Social Studies Techbook	6.3 India's Religions: Origins and Characteristic s> Explore p. 2	"Hinduism teaches that the whole universe, including gods and goddesses, people, animals, and objects, are all part of one Supreme Being."	"Hinduism teaches that the whole universe, including Gods and Goddesses, people, animals, and objects, are all expressions of one Supreme Being."
6	Social Studies Techbook	6.3 India's Religions: Origins and Characteristic s> Explore p. 3	"Some gods and goddesses are associated with various animals. Ganesh, god of good luck and overcoming obstacles, is depicted with an elephant's head. Durga, goddess of justice, is associated with the tiger. The cow is the most revered animal in the Hindu religion. As a result of their reverence of cows, most Hindus do not eat beef and many are vegetarians or vegans."	"Some Gods and Goddesses are associated with various animals. Ganesh, God of good luck and overcoming obstacles, is depicted with an elephant's head. Durga, Goddess of justice, is associated with the tiger. The cow is a revered animal in the Hindu religion. As a result of their reverence of cows and all life, most Hindus do not eat beef and many are vegetarians or vegans."
6	Social Studies Techbook	Glossary Term: India> Overview	"Hindus make up about 80 percent of modern Indian society. Within the Hindu caste system,	Remove

Grade	Component Name	Page/ location	Identified error	Proposed correction
		Text, paragraph 3	are four hereditary classes. People are divided according to degrees of religious purity and social status. A fifth class, the untouchables—or Dalits—may be considered too impure to be anything but outcasts. Although it is illegal to discriminate against the Dalits, many face prejudice and oppression. An increasing number are converting to other religions to escape the menial jobs and injustices they face.”	
6	Social Studies Techbook	Glossary Term: India> Video & Images	“Welcome to India” video segment	Remove
6	Social Studies Techbook	Glossary Term: Indian Subcontinent > Overview Text, paragraph 2	“The first civilization in the Indian Subcontinent dates from about 3000 to 1500 BCE and was formed along the Indus River valley. Groups of nomadic people called Aryans migrated to this area from central Asia and broke it into smaller kingdoms. The Aryans also introduced Hinduism to the subcontinent. In 322 BCE, the Aryans founded the Maurya dynasty, which united the smaller kingdoms into one empire. The Maurya emperor Asoka converted from Hinduism to Buddhism.”	“The first civilization in the Indian Subcontinent dates from about 3000 to 1500 BCE and was formed along the Indus River valley. Many scholars believe that groups of nomadic people called Aryans later migrated to this area. Early Hinduism developed in this region and in 322 BCE, the Maurya dynasty united many smaller kingdoms into one empire. The Maurya emperor Asoka converted from Hinduism to Buddhism.”
6	Social Studies Techbook	6.1 Geography of India> Explore p. 4, paragraph 2	“This society is commonly known as the Indus Valley or Harappan civilization. This civilization had two major cities, Harappa and Mohenjo-daro.”	“This society is commonly known as the Indus Valley or Harappan civilization. Archeologists are still uncovering many large cities that were part of this civilization and make new discoveries each year. The two most-researched and best-known cities in the region are Harappa and Mohenjo-daro. ”
6	Social Studies Techbook	6.1 Geography of India> Explore p. 6, paragraph 2	“These seals contain images of real and mythical animals as well as examples of writing. Historians and linguists have only partially decoded the language, which consists of 250 to 500 characters. Many scholars are beginning to connect the language to the Dravidian	“These seals contain images of real and mythical animals as well as examples of writing. Historians and linguists have not been able to decode the language , which consists of 250 to 500 characters. Scholars continue to debate how the language is connected to other

Grade	Component Name	Page/ location	Identified error	Proposed correction
			language family (which includes the modern language of Tamil spoken in southern South Asia)."	world language families and have not found an artifact like the Egyptian Rosetta Stone that would allow them to translate the text into a better-known ancient language."
6	Social Studies Techbook	6.2 India's Rulers and Society> Engage	"These words come from the Bhagavad Gita, an ancient text of the Hindu religion that became part of the Indian culture between 400 BCE and 200 CE. Ancient Indian rulers used Hindu teachings to create a social order."	"These words come from the Bhagavad Gita, one of Hinduism's most well-known and widely read texts. Social classes have existed in India since ancient times and have changed over thousands of years."
6	Social Studies Techbook	6.2 India's Rulers and Society> Engage	Video Segment: Visiting the Village of Angul, India	Remove
6	Social Studies Techbook	6.2 India's Rulers and Society> Did the Aryan's Invade India?	Outdated research	Remove
6	Social Studies Techbook	6.2 India's Rulers and Society> Explore p. 1	Video Segment: Migrants and Aryan Nomads	Remove
6	Social Studies Techbook	6.2 India's Rulers and Society> Graphic Organizer: Main Idea Web	"As you read the text and view the media, use the web below to list characteristics about the Aryan people and their cultural beliefs." <ul style="list-style-type: none"> - <i>History of the Aryan People</i> - <i>The Aryan's Cultural Contributions</i> 	"As you read the text and view the media, use the web below to list characteristics about the Vedic Period. " <ul style="list-style-type: none"> - <i>History of the Vedic Period</i> - <i>The Vedic Cultural Developments</i>
6	Social Studies Techbook	6.2 India's Rulers and Society> Explore p. 2, paragraph 1	"As noted earlier, a few historians argue that Aryans were not migrants from across the mountains at all but that they were natives of the northern portions of the subcontinent whose ideas blended, over time, with those of their Dravidian neighbors from farther south."	"As noted earlier, a few historians argue that Aryans were not migrants from across the mountains at all but that they were natives of the northern portions of the subcontinent whose ideas blended, over time, with those of their neighbors from farther south."
6	Social Studies Techbook	6.2 India's Rulers and Society> Explore p. 2, paragraph 1	"As the religion became more defined in practice, this supreme force became known as Brahma. Scholars called the religion Brahmanism."	"As the religion became more defined in practice, this Supreme Being became known as Brahma. Scholars called the religion Brahmanism."
6	Social Studies	6.2 India's Rulers and	Video Segment: The History of Hinduism	Remove

Grade	Component Name	Page/ location	Identified error	Proposed correction
	Techbook	Society> Explore p. 2		
6	Social Studies Techbook	6.2 India's Rulers and Society> Explore p. 2	Image: The Caste System	Remove
6	Social Studies Techbook	6.2 India's Rulers and Society> Explore p. 2	Video Segment: The Caste System	Remove
6	Social Studies Techbook	6.2 India's Rulers and Society> Explore p. 2 paragraph 4	"Many Hindu sages of that period were not born as Brahmins."	"Many Hindu sages of that period, who continue to be revered by Hindus, came from all four varnas. "
6	Social Studies Techbook	6.2 India's Rulers and Society> Explore p. 3 paragraph 2	"Artists created many beautiful statues of Buddha and the Hindu gods and goddesses, as well as temples and other structures."	"Artists created many beautiful statues of Buddha and the Hindu Gods and Goddesses , as well as temples and other structures."
6	Social Studies Techbook	6.2 India's Rulers and Society> Elaborate	Life in My Caste	Remove
6	Social Studies Techbook	6.2 India's Rulers and Society> Elaborate	Aryan Impact on India, p. 18 - Image: Two Boys from the Dalit Caste	Remove
6	Social Studies Techbook	6.2 India's Rulers and Society> Evaluate Card 1, "Why Does It Matter?"	"The Aryans changed Indian culture and society forever. Hinduism remains the most prominent religion in India to this day, and the Sanskrit texts the Aryans helped write are the ancient scriptures used by the followers of this religion. Also, the caste system created a social order that still continues to impact social and political divisions in modern India."	"The Aryans changed Indian culture and society forever. The Sanskrit Vedas formed the basis for Hinduism, which remains the most prominent religion in India to this day."
6	Social Studies Techbook	6.2 India's Rulers and Society> Explore p. 6, paragraph 4	"In the mid-200s BCE, Ashoka fought his last battle against the kingdom of Kalinga, which was near the Bay of Bengal. Using army elephants and trained soldiers, the Mauryans easily defeated the Kalingas. This should have made Ashoka happy, but the death and destruction he saw at the end of the war changed him forever. At the end of war against the	"In the mid-200s BCE, Ashoka fought his last battle against the kingdom of Kalinga, which was near the Bay of Bengal. Using army elephants and trained soldiers, the Mauryans eventually defeated the Kalingas. This should have made Ashoka happy, but the death and destruction he saw at the end of the war changed him forever. Ashoka, who had converted to

Grade	Component Name	Page/ location	Identified error	Proposed correction
			Kalingas, Ashoka converted to a religion of peace: Buddhism.”	Buddhism several years before the Kalinga war, turned away from war and began to advocate peace and growth across his kingdom”
6	Social Studies Techbook	6.3 India's Religions: Origins and Characteristics s> Engage, paragraph 1	“His favorite subject is math, but he is also studying English because he hopes to study computer science at a university in England or the United States.”	“His favorite subject is math, but he is also very good at English, which he and his friends speak almost as much as they do Hindi and Bhojpuri. He hopes to study computer science at a university in Mumbai , England, or the United States.”
6	Social Studies Techbook	6.3 India's Religions: Origins and Characteristics s> Engage, paragraph 2	“It is important for Sanjay to learn this and many other rituals, as he will someday inherit his father's position. His ancestors have been priests at the local temple for 20 generations.”	“It is important for Sanjay to learn this and many other rituals, so he can stay connected to the ancient Hindu roots of his community, even if he moves far from home. ”
6	Social Studies Techbook	6.3 India's Religions: Origins and Characteristics s> Explore p. 1, paragraph 4	“Although the Vedas teach that there is one spiritual power, Brahman, which created and controls the universe, Hindus honor many gods and goddesses as aspects of that power. Planets, stars, chemical elements, and all forms of life are considered divine. This is one reason why Hindu teachings encourage humans to revere nature and animals as representatives of God”	“Although the Vedas teach that there is one Supreme Being , Brahman, who manifests as the entire creation , Hindus honor many Gods and Goddesses as expressions of Brahman. Planets, stars, chemical elements, and all forms of life are all considered manifestations of Brahman. This is one reason why Hindu teachings encourage humans to revere nature and animals as forms of God. ”
6	Social Studies Techbook	6.3 India's Religions: Origins and Characteristics s> Explore p. 1	Replace video segment “History of Hinduism”	Move segments from “Roots of Hinduism” (already in service) to page https://app.discoveryeducation.com/player/view/assetGuid/7b4ca350-5eb4-4d56-ab41-917422b40fe2 Caption: Hindus consider all Gods and Goddesses manifestations of Brahman, the Supreme Being.
6	Social Studies Techbook	6.3 India's Religions: Origins and Characteristics s> Explore p. 2	“What gods and goddesses hold special importance in Hinduism?”	“What Gods and Goddesses hold special importance in Hinduism?”
6	Social Studies Techbook	6.3 India's Religions: Origins and	“Most Hindus believe in Brahman, a universal force present in all things. However,	“Most Hindus believe in Brahman, a Supreme Being present in all things. However, to

Grade	Component Name	Page/ location	Identified error	Proposed correction
		Characteristic s> Explore p. 2, paragraph 1	instead of directly worshipping Brahman, most worship deities, or gods and goddesses, who represent different aspects of Brahman."	develop a closer personal relationship with a chosen deity, most Hindus worship Gods and Goddesses who represent different aspects of Brahman."
6	Social Studies Techbook	6.3 India's Religions: Origins and Characteristic s> Explore p. 3	Image: Sacred Cows in India around 1905	Remove
6	Social Studies Techbook	6.3 India's Religions: Origins and Characteristic s> Explore p. 7	<p>Focus Question: "Why did Ashoka convert to Buddhism?"</p> <p>"The story of Emperor Ashoka reads like a folktale. Ashoka, sometimes also called Asoka, was the third ruler of the Mauryan Empire and the grandson of its founder, Chandragupta. Ashoka became emperor about 265 BCE and set out to expand his empire by force...</p> <p>...</p> <p>... What is certain is that soon after his conquest of Kalinga, Ashoka became a Buddhist. He renounced war and began a reign of peace and nonviolence."</p>	<p>Focus Question: "Why did Ashoka pursue peace?"</p> <p>"The story of Emperor Ashoka reads like a folktale. Ashoka, sometimes also called Asoka, was the third ruler of the Mauryan Empire and the grandson of its founder, Chandragupta. Unlike his predecessors, Ashoka was a Buddhist. Ashoka became emperor in the 260s BCE and set out to expand his empire by force...</p> <p>...</p> <p>... What is certain is that soon after his conquest of Kalinga, Ashoka embraced some of the peaceful teachings of Buddhism. He renounced war and began a reign of peace and nonviolence."</p>
6	Social Studies Techbook	6.3 India's Religions: Origins and Characteristic s> Explore p. 8	<p>Focus Question: "How did Ashoka's conversion to Buddhism change India?"</p> <p>"After his conversion, Ashoka encouraged..."</p>	<p>Focus Question: "How did Ashoka's embrace of Buddhism change India?"</p> <p>"Ashoka encouraged..."</p>
6	Social Studies Techbook	6.3 India's Religions: Origins and Characteristic s> Evaluate Card 1	Replace video "The Caste System"	<p>Move video segment "Hindu Beliefs" (already on Explore page 3) to page.</p> <p>Caption: Hindus believe that every action has corresponding good or bad reactions that influence life.</p>
7	Social	1.1 The	The large empires of Europe,	Delete

Grade	Component Name	Page/ location	Identified error	Proposed correction
	Studies Techbook	World in 300 CE> Explore p. 5 paragraph 9	Asia, and Africa were far-flung, but historical evidence shows they were interconnected. Archaeologists have unearthed Roman coins in Egypt and Indian metalworking in China. How did these goods travel such long distances? There were trade networks that connected each of these empires. In addition, there was a network of smaller kingdoms that built their wealth and power off of trade.	
7	Social Studies Techbook	1.1 The World in 300 CE> Explore p. 1	“In fact, many of the languages of western Europe today—French, Spanish, Italian—come from local variations of Latin that developed during the Roman Empire.”	“In fact, many of the languages of Europe today—including French, Spanish, Italian, Portuguese, and Romanian—come from local variations of Latin that developed during the Roman Empire.”
7	Social Studies Techbook	1.1 The World in 300 CE> Explore p. 3	“The arts and sciences flourished during this time. Hinduism became the state religion, and many great works of Hindu literature were written during the time.”	“The arts and sciences flourished. Hinduism became the state religion, and many great works of Hindu literature were written during the time.”
7	Social Studies Techbook	1.1 The World in 300 CE> Explore p. 5	“They have found a large and complex city with large boulevards, intricate temples, and well-preserved pyramids.”	“They have found a large and complex city with grand boulevards, intricate temples, and well-preserved pyramids.”
7	Social Studies Techbook	1.1 The World in 300 CE> Explore p. 9	“The political and economic structures of each of these groups was different, but they did share some characteristics.”	“The political and economic structures of each of these groups were different, but they did share some characteristics.”
7	Social Studies Techbook	4.2 Islamic Expansion> Explore p. 2, paragraph 4	“The state religion of the Sassanid Empire was Zoroastrianism, which followed the words of their prophet Zarathustra and is considered the first major monotheistic religion.”	“The state religion of the Sassanid Empire was Zoroastrianism, which followed the words of their prophet Zarathustra and is considered one of the first major monotheistic religions.”
7	Social Studies Techbook	11.1 The Reformation> Explore p. 8, paragraph 4	Christianity was not the only religion to change during the time of the Protestant Reformation.	The Protestant Reformation was not the only revolutionary religious development during this time.
7	Social Studies Techbook	11.1 The Reformation> Explore p. 8, paragraph 5	After this, the 10th and last guru, Gobind Singh, made the Sikh order more military so they could protect themselves.	After this, the 10th and last guru, Gobind Singh, codified specific practices to unify the Sikh community, called the Khalsa.
7	Social Studies Techbook	11.1 The Reformation> Explore p. 8,	kanja (a wooden comb)	kanga (a wooden comb)

Grade	Component Name	Page/ location	Identified error	Proposed correction
		paragraph 5		
7	Social Studies Techbook	2.4 Roman Culture: Life and Legacy > Explore p. 6, paragraph 1	Remnants of Roman roads are still in use today in Europe and North Africa.	Remnants of Roman roads are still in use today in Europe, Asia, and North Africa.
7	Social Studies Techbook	3.3 Medieval Society and Politics> Explore p. 12	"Both Christians and Muslims consider the land in present-day Israel..."	"Christians, Muslims, and Jews consider the land in present-day Israel..."
7	Social Studies Techbook	3.1 Christianity: Origins and Characteristic s> Explore p.	Video Segment: The Bible https://app.discoveryeducation.com/player/view/assetGuid/6d85c3b7-78ea-4daa-94d4-e020e18d9105	Replace with Video Segment: The Bible https://app.discoveryeducation.com/player/view/assetGuid/105f6ca2-b5e5-46bf-9614-e7cdfebb92d3
7	Social Studies Techbook	5.1 South Asia> Explore p. 3	"Various kingdoms arose in northern India over the next few centuries, although none of them were as powerful or influential as the Guptas had been."	"Various kingdoms arose in northern India over the next few centuries, although none of them was as powerful or influential as the Guptas had been."
7	Social Studies Techbook	5.1 South Asia> Explore p. 3	"Many mosques, or Muslim places of worship, were built in inside the territories of the sultanate."	"Many mosques, or Muslim places of worship, were built inside the territories of the sultanate."
7	Social Studies Techbook	5.1 South Asia> Explore p. 6	"In 629, he began a 16-year pilgrimage to India along the Silk Road, which was a trade route between China and the western world."	"In 629, he began a 16-year pilgrimage to India along the Silk Road, which was a network of trade routes between China and the western world."
7	Social Studies Techbook	5.1 South Asia> Explore p. 4	Image: The Hindu Caste System	Remove
7	Social Studies Techbook	5.1 South Asia> Explore p. 6, paragraph 4	"Both the Guptas and the Cholas were Hindu, and so they supported Hinduism over all other religions. Because of this, Buddhism began to decline during the Gupta and Chola ages."	"Both the Guptas and the Cholas were Hindu and Hinduism grew during their reigns. Though rulers in both dynasties supported the construction of Buddhist temples and monuments, Buddhism began to decline during the Gupta and Chola ages."
8	Social Studies Techbook	3.2 Britain vs. the Colonists> Explain, Quickwrite Activity	"I might have been better off..."	"I might have been better off if our side hadn't won the French and Indian War..."
8	Social Studies Techbook	3.2 Britain vs. the Colonists> Explore p. 8,	"It also placed a tax on that tea."	"The tea prices included a tax, which had been placed on tea with the Townshend Acts."

Grade	Component Name	Page/ location	Identified error	Proposed correction
		paragraph 1		
8	Social Studies Techbook	4.3 A More Perfect Union> Model Lesson, Session 1 Materials	"A More Perfect Union: Vocabulary Chart"	"A More Perfect Union: Comparison Chart"
8	Social Studies Techbook	4.3 A More Perfect Union> Explore p. 1, Graphic Organizer callout	"A More Perfect Union: Categorization Chart"	"A More Perfect Union: Comparison Chart"
8	Social Studies Techbook	4.4 The Bill of Rights> Explain, Quickwrite Activity	"create an appropriate balance between individual rights and"	"create an appropriate balance between protecting individual rights and maintaining order."
8	Social Studies Techbook	8.1 Industrialization>Evaluate	Extended Constructed Response: Human-Environment Interactions in North Africa and Southwest Asia (Spanish Version)	Remove
8	Social Studies Techbook	11.2 The Growing West> Explore p. 11, paragraph 8	"In 1912, the first gurdwara, or Sikh temple..."	"In 1912, the first gurdwara, or Sikh house of worship..."
8	Social Studies Techbook	7.2 Native American Experience> Explore p. 3 paragraph 3	"The five tribes also changed their lifestyles. Men gave up their reliance on hunting and gathering and turned to farming, which had traditionally been the role of women..."	"The five tribes also changed their lifestyles. They adopted European family structures and gender roles. Communities reorganized to show individual, rather than communal, land ownership. Men gave up their reliance on hunting and gathering and turned to farming, which had traditionally been the role of women. Traditionally, many native American nations had diverse gender roles that did not fit into the strict male and female divisions of European Christians. For example, the Cherokee referred to some people as " <i>taliqwodiantvn</i> " or people with two hearts because they had mixed male and female roles. To assimilate many Native

Grade	Component Name	Page/ location	Identified error	Proposed correction
				American groups stopped recognizing these “two-spirit” roles.”
8	Social Studies Techbook	7.4 Life in the West> Explore p. 10	Page Title: Challenges and Opportunities for Women	Opportunities, Challenges, and Gender in the West
8	Social Studies Techbook	7.4 Life in the West> Explore p. 10 paragraph 5	“The West’s most famous stagecoach driver, Charley Parkhurst, was born a woman. Charley lived as a man, and his gender at birth was only discovered upon his death. Stagecoach drivers had to be tough and quick because there were so many robberies on the frontier. Charley earned a reputation for being especially skilled at defending his passengers and cargo. His life is an example of the ways people could define their own lives on the western frontier.”	[add subheading] Forging New Gender Identities in the West “The West’s most famous stagecoach driver, Charley Parkhurst, was born a woman. Charley lived as a man, and his gender at birth was only discovered upon his death. Stagecoach drivers had to be tough and quick because there were so many robberies on the frontier. Charley earned a reputation for being especially skilled at defending his passengers and cargo. His life is an example of the ways people could define their own lives on the western frontier, outside the traditional expectations for men and women that were common in the East.”
8	Social Studies Techbook	7.4 Life in the West> Explore p. 10	[none]	Add image: A Miner’s Ball http://www.gettyimages.co.uk/license/3335270 Caption: In this engraving, the artist imagines the scene at one of the dances held by miners during the Gold Rush. How did life on the frontier change traditional gender roles?
8	Social Studies Techbook	9.1 Slave Life and Culture> Explore p. 1 paragraph 9	“...They could be sold, passed on to heirs, or given as gifts. Some slave codes restricted harsh beatings and made it illegal to kill an enslaved person, but these legal protections were almost never enforced.”	“...They could be sold, passed on to heirs, or given as gifts. Many enslaved people were sexually abused by their owners or overseers and were often forced to bear their owner’s children. Some slave codes restricted harsh beatings and made it illegal to kill an enslaved person, but these legal protections were almost never enforced.”
8	Social Studies Techbook	9.1 Slave Life and Culture> Explore p. 2	“Despite these restrictions, many enslaved families developed strong bonds. Parents often	“Despite these restrictions, many enslaved families developed strong bonds and formed

Grade	Component Name	Page/ location	Identified error	Proposed correction
		paragraph 3	named children for family members and kept in touch with kin on neighboring plantations. When parents were absent, aunts, uncles, or cousins cared for children."	alternative family structures within their communities. Parents often named children for family members and kept in touch with kin on neighboring plantations. When parents were absent, aunts, uncles, or cousins cared for children."
8	Social Studies Techbook	10.1 Unity and Division> Explore p. 1 paragraph 3	"The nearly four million newly freed African Americans had problems of their own. The Thirteenth Amendment meant they were no longer enslaved and could no longer be owned as property. Nor could they be sold and separated from their families."	<p>"The nearly four million newly freed African Americans had problems of their own. The Thirteenth Amendment meant they were no longer enslaved and could no longer be owned as property. They could reunite with their separated families and legally marry for the first time in many states."</p> <p>Also move the video segment "Family Structures" to this page: https://app.discoveryeducation.com/player/view/assetGuid/165c469b-7555-4f35-8d80-637b0e7105fb Caption: How did the Reconstruction impact African American families?</p>
8	Social Studies Techbook	11.2 The Growing West> Explore p. 8 paragraph 3	"However, the Dawes Act allowed individual Native Americans to own pieces of land on their reservation and use it for farming. The people who wanted more land for settlement supported the Dawes Act. For them, the key aspect of this law was severalty, or separateness. They realized that if members of the nations individually owned land, then large amounts of land on the reservations would become available for settlement."	"However, the Dawes Act divided up the land on the reservations by male-headed households, giving each household its own land to use for farming. Non-Native Americans who wanted more land for settlement supported the Dawes Act. For them, the key aspect of this law was severalty, or separateness. Supporters realized that if large pieces of Native American lands traditionally used for hunting and collecting food were divided up into smaller family farms, then the rest of the land on the reservations would become available for settlement by outsiders."
8	Social Studies Techbook	11.2 The Growing West> Explore p. 8 paragraph 6	"...Students typically spent half the day in the classroom and half on work assignments. Work assignments were given according to traditional white	"...Students typically spent half the day in the classroom and half on work assignments. Although Native American cultures had diverse roles for men and women

Grade	Component Name	Page/ location	Identified error	Proposed correction
			gender roles..."	- and many cultures even recognized alternative "two spirit" genders - the clothing requirements, behavior expectations and work assignments at these schools were given according to traditional white gender roles..."
8	Social Studies Techbook	11.4 City Life>Explore p. 9 paragraph 1	"Urban residents sometimes sought an escape from the challenges of daily life, and as American cities grew, new leisure activities emerged to fulfill this need."	<p>"Urban residents sometimes sought an escape from the challenges of daily life, and as American cities grew, new businesses and civic projects gave people places to go. Families, who would be at separate jobs and schools much of the day, could go on outings to spend time together. Young men and women could find time to mingle, away from their families or crowded group homes, on "dates" that were much less formal than traditional "courtship." Young men, who were paid more than young women, were expected to arrange and pay for these dates."</p> <p>Also move a portion of the video segment "Immigrant Women" to this page: https://app.discoveryeducation.com/player/view/assetGuid/5420c5a7-01b2-40fb-9fb9-3ce1cd266a90 (Clip from 0:00 – 0:40) Caption: Why did urbanization lead to "dating" among young people?</p>

First Choice Educational Publishing, *E Pluribus Unum: The American Pursuit of Liberty, Growth, and Equality, 1750-1900*, Grade Eight

Program Summary:

E Pluribus Unum: The American Pursuit of Liberty, Growth, and Equality, 1750-1900 includes: Student Edition (SE), Teacher's Guide (TG), Blackline Masters (BLM), Unit Assessments (UA), Historian's Apprentice (HA).

Recommendation:

E Pluribus Unum: The American Pursuit of Liberty, Growth, and Equality, 1750-1900 is recommended for adoption because the instructional materials include content as specified in the *History–Social Science Content Standards for California Public Schools* and meet all the criteria in category 1 with strengths in categories 2–5.

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

The program supports instruction designed to ensure that students master all the *History–Social Science Content Standards* for the intended grade level(s) and meets all of the evaluation criteria in category 1.

Citations:

- Criterion #1: Grade 8, SE 128-138, 248-255, 359-360, 407-410, 412-413.
- Criterion #2: Grade 8, SE 8-9, 154-157, 181.
- Criterion #14: Grade 8, SE 85-86, 311, BLM 8.4.4.
- Criterion #17: Grade 8, SE 128-158, 418-419.

Criteria Category 2: Program Organization

The organization and features of the instructional materials support instruction and learning of the standards.

Citations:

- Criterion #2: Grade 8, TG, S.14, Suggested Teaching Calendar.
- Criterion #5: Grade 8, SE, The American Revolution, 44-59, 68-90, 102.
- Criterion #8: Grade 8, SE, Colonial Government, 25-30, leads to main events building up to the American Revolution, 50-57, then to the American Revolution, 68-76.

Criteria Category 3: Assessment

The instructional materials provide teachers with assistance in using assessments for planning instruction and monitoring student process toward mastering the content.

Citations:

- Criterion #2: Grade 8, UA, Entry-Level Readiness Test.
- Criterion #3: Grade 8, SE, 38, 62, 94, What Do You Know?
- Criterion #4: Grade 8, UA, Unit Test 1-5.

Criteria Category 4: Universal Access

Program materials ensure universal and equitable access to high-quality curriculum and instruction for all students and provide teachers with suggestions for differentiation for students with special needs.

Citations:

- Criterion #4: Grade 8, TG, 5-2 to 5-4; TG, 5-11; TG, 5-13.
- Criterion #6: Grade 8, SE, 204, HA #5; SE, 393, HA #5-8.
- Criterion #8: Grade 8, SE, 138, Research Projects; SE, 138, 185, HA #2; 263, HA #3; 358, HA #1; 394, HA #2; 467, HA #3.
- Criterion #10: Grade 8, SE, 7-9, 418-420, 533-534.

Criteria Category 5: Instructional Planning and Support

The instructional materials contain a clear road map for teachers to follow when planning instruction and are designed to help teachers provide effective standards-based instruction and ensure opportunities for all students to learn the essential skills and knowledge specified in the standards.

Citations:

- Criterion #4: Grade 8, TG, S-14 to S-15, Suggested Teaching Calendar for *E. Pluribus Unum*.
- Criterion #5: Grade 8, SE, 44-59, 68-90, 102.
- Criterion #8: Grade 8, BLM, The Impact of Immigration, Chapter 11.
- Criterion #9: Grade 8, TG, 12-1 to 12-7.

Edits and Corrections:

The following edits and corrections must be made as a condition of adoption:

1. Chapter 13, Section: Pioneer Women in the West, pp. 359-360: Change title “Pioneer Women and Women’s Rights” to “Women’s Rights and Gender Roles in the Pioneer Era”.

Publisher-Submitted Errata

Grade	Component Name	Page and Location	Identified Error	Correction
8	<i>E Pluribus Unum</i> , Student Edition (hereafter "SE")	iii	<i>Superfluous "of" after "Course":</i> Part IV The Causes, Course of and Consequences of the Civil War	<i>Delete superfluous "of" to read:</i> Part IV The Causes, Course and Consequences of the Civil War
8	SE	iv	<i>"This" in subhead should not be capitalized:</i> Special Features of This Book	Special Features of this Book
8	SE	9, bottom left	four parts	five parts
8	SE	9, upper right	<i>Description of parts does not match earlier Table of Contents:</i> Part 1. The Development of American Constitutional Democracy Part 2. Envisioning a New America Part 3. The Divergent Paths of the American People: 1800-1850 Part 4. The Rise of Industrial America, 1877-1900	Part I. The Birth of American Constitutional Democracy Part II. Envisioning a New America Part III. The Divergent Paths of the American People: 1800-1850 Part IV. The Causes, Course and Consequences of the Civil War Part V. The Transformation of Industrial America, 1877-1900
8	SE	21, top box	<i>Delete "Middle" in first line of box on Indentured Servants:</i> Many later settlers in the Middle colonies came as indentured servants.	<i>Delete "Middle" in first line of box on Indentured Servants:</i> Many later settlers in the colonies came as indentured servants.
8	SE	21, top box	<i>Change "Middle" in the bottom line of box with "all the":</i> Enslaved Africans were also used the Middle colonies as farm workers and skilled craftsmen.	Enslaved Africans were also used in all the colonies as farm workers and skilled craftsmen.
8	SE	32, left column, third paragraph, line 6	In Boston,	In Massachusetts,
8	SE	32, second to last line on left	<i>Extra phrase "sense of" between what should be two sentences:</i> listening to their ministers sense of Salvation (<i>going to Heaven</i>) became an individual act.	listening to their ministers. Salvation (<i>going to Heaven</i>) became an individual act.
8	SE	34, line 6	<i>Missing a period:</i> bottomless gulf God	bottomless gulf. God
8	SE	56, right column, "The	boarded the ship at night	boarded three ships at night

Grade	Component Name	Page and Location	Identified Error	Correction
		Boston Tea Party"		
8	SE	134, right column of text, paragraph 2	Confederate Congress	Confederation Congress
8	SE	137, top right, Alexander Hamilton	<i>Delete the extra "a" before "life":</i> the President should be chosen for a life.	the President should be chosen for life.
8	SE	137, middle right, James Wilson	<i>Make "Fifths" lower case to conform with rest of book:</i> Three-Fifths Compromise	Three-fifths Compromise.
8	SE	137, bottom right, Gouvernor Morris	<i>Correct misspelling:</i> Gouvernor Morris	Gouverneur Morris
8	SE	146, left column, second bullets	<i>Make subject-verb agreement consistent by changing "supports" to "support":</i> When a majority of each House of Congress supports	When a majority of each House of Congress support
8	SE	155, right column, line 3	<i>Correct misspelling:</i> Gouvernor Morris	Gouverneur Morris
8	SE	156, right column, first point	"Three-Fifths Compromise"	"Three-fifths Compromise"
8	SE	167, Standard 8.1.3	<i>Add missing period after "France":</i> especially France	especially France.
8	SE	195, caption	<i>Fix caption by deleting 195 from middle of word:</i> Sedit195on	Sedition
8	SE	214, question 12	<i>Put court case in italics:</i> Marbury v. Madison (1803)	<i>Marbury v. Madison</i> (1803)
8	SE	217, Paragraph No. 8	<i>Put two court cases in italics:</i> Fletcher v. Peck (1810) and Dartmouth College v. Woodward (1819)	<i>Fletcher v. Peck</i> (1810) and <i>Dartmouth College v. Woodward</i> (1819)
8	SE	218, left column, line 2	<i>Capitalize "early":</i> days of the early Republic	Days of the Early Republic
8	SE	220, right column, top line (under	<i>Add missing zero:</i> 50,00	50,000

Grade	Component Name	Page and Location	Identified Error	Correction
		table)		
8	SE	220, right column, end of first paragraph	<i>Change colon to period:</i> largest cities today:	largest cities today.
8	SE	230	By the end of the 1830s, there were still only about 15,000 Jewish Americans. They mainly lived in larger towns or cities. Almost all Jewish Americans were engaged in some way in commerce. Some were wealthy merchants who traded timber, grain or furs, or were active in overseas trade. Others owned small stores. Still others were poor peddlers who went from house to house selling goods in rural areas. The Jewish Americans in each city often acted as a united community. They had their prayer books, scrolls and prayer shawls sent from Europe. In the 1840s and 1850s, Jewish immigrants began coming from Germany in larger numbers. By 1860, there were over 100,000 Jews living in the United States.	Salomon helped lead a successful fight against requirements barring Jews from public office in Pennsylvania. By the end of the 1830s, there were about 15,000 Jewish Americans. They lived mainly in larger towns or cities. Most were in the professions (doctors and lawyers), served in the military, or engaged in some way in commerce. Some were wealthy merchants who traded timber, grain or furs, or were active in overseas trade. Others owned small stores. Still others were peddlers who went from house to house selling goods in rural areas. Jewish Americans in each city often acted as a united community. They were active in civic affairs. In the 1840s, Jewish immigrants began coming from Germany in larger numbers. By 1860, over 100,000 Jews were living in the United States.
8	SE	231, photograph of women at lower right		<p><i>We will replace the existing photograph with a drawing of women at work in textile factory in 1840. Either "Carding" at:</i> http://b01.deliver.odai.yale.edu/c5/cf/c5cf78c2-9375-4787-9932-da2ab033adb4/ag-obj-122273-001-pub-large.jpg</p> <p><i>Caption: Women at work in a British textile factory in 1840 similar to early factories in the United States.</i></p> <p><i>Or "Warping and winding" at:</i> http://b03.deliver.odai.yale.edu/b0/fb/b0fb281b-7011-48c5-abb8-45aef63c14ad/ag-obj-122277-001-rpd-large.jpg</p> <p><i>Caption: Women tending spinning machines in a textile factory in</i></p>

Grade	Component Name	Page and Location	Identified Error	Correction
				1840.
8	SE	233, right column, second paragraph, first sentence	Some women and men were also cross dressers at the time , such as Charley Parkhurst (see Chapter 13).	Some women and men, such as Charley Parkhurst (see Chapter 13), chose to spend their lives as a different gender than the one with which they were born.
8	SE	233, middle of right side of page	<i>Delete extra space between "time" and the comma:</i> time , such	time, such
8	SE	233, right column, second paragraph, last sentence	Transgender operations were, of course, impossible at the time because medical knowledge was too limited.	Gender confirmation medical operations were not possible at the time because medical knowledge was too limited.
8	SE	234, top of right column	<i>Fix word spacing:</i> one outof four	one out of four
8	SE	239, mid-page, in the sentence that begins, "The Legend of Sleepy Hollow"	<i>Change "school house" to one word:</i> one-room school house	one-room schoolhouse
8	SE	240, 2nd paragraph, line 1	<i>Add comma after:</i> (1823)	(1823), introduced
8	SE	240, 5 lines from bottom	<i>Change "then" to "than" in:</i> then to be firing	than to be firing
8	SE	242, box on Free African Americans	<i>Correct misspelling:</i> Olaudah Equaino	Olaudah Equiano
8	SE	242, box on Jewish Americans	<i>Add qualifier to Jewish Americans:</i> Worked in commerce and lived in cities	Mainly worked in commerce and lived in cities
8	SE	243, Questions 2, 3, 4 and 5	<i>Question 2.A. sentence needs a period.</i> <i>Question 3.A. sentence needs a period.</i> <i>Question 3.B. sentence needs a comma after the word garden:</i> They tended gardens, did household chores . . .	2. A. . . . machinery to farm. 3. A. . . . and plowing. 3.B. . . . tended gardens, did household chores, . . . 4. A. . . . in garden plots.

Grade	Component Name	Page and Location	Identified Error	Correction
			<i>Question 4.A. needs a period. Question 5.C. change third to last word: "form" to "from."</i>	5. C. . . . from other cities.
8	SE	244, bottom	<i>Change numbering of "Short-Answer Questions" from 8 to 9, and change later numbers to make sequential.</i>	9. Describe the accomplishments . . . 10. Identify one group . . . 11. Describe the daily life . . .
8	SE	254, top left	<i>Make "Union" lower-case: (leaving the Union).</i>	(leaving the union).
8	SE	266	<i>Add missing hyphen: Star Spangled Banner</i>	Star-Spangled Banner
8	SE	272, middle column	<i>Correct case name: Cherokee v. Georgia</i>	<i>Cherokee Nation v. Georgia</i>
8	SE	272	<i>Incorrect numbering of "Guiding Questions" with two 6's.</i>	Change numbering of Guiding Questions from 5, 6, 6, 7, 8, 9 to 5, 6, 7, 8, 9, 10
8	SE	280, right column, third paragraph,	<i>Missing sentence regarding Johnson v. M'Intosh belongs just after the first sentence.</i>	In the earlier case of <i>Johnson v M'Intosh</i> (1823), the Supreme Court had already ruled that Indian tribes had no ownership rights to lands they occupied.
8	SE	287	<i>Question 3 belongs in Chapter 11 or in the Unit Assessments. It should be replaced with a new question here in Chapter 10.</i>	<p>3. The passage below is from a speech to the Senate by President Andrew Jackson in July 1832.</p> <div style="border: 1px solid black; padding: 5px;"> <p>It is to be regretted that the rich and powerful too often bend the acts of government to their selfish purposes. . . . [W]hen the laws . . . grant . . . exclusive privileges, to make the rich richer and the potent more powerful, the humble members of society—the farmers, mechanics and laborers—who have neither the time nor the means of securing like favors to themselves, have a right to complain of the injustice of their Government.</p> </div> <p>Which action did President Jackson undertake in support of these beliefs?</p> <p>A. Relocating Indians in the Southeast to territories west of the Mississippi River</p> <p>B. Opposing Vice President John C. Calhoun's doctrine of nullification</p> <p>C. Eliminating all federal property requirements for voting in elections</p>

Grade	Component Name	Page and Location	Identified Error	Correction
				D. Refusing to renew the charter of the Second Bank of the United States
8	SE	296, photograph of children at lower right		<p><i>We will replace the existing photograph either with a drawing of women at work in textile factory, "Carding, drawing, roving and spinning" (1836), first published in Memoir of Samuel Slater, found at the Library of Congress, Digital Id: cph 3a43018 //hdl.loc.gov/loc.pnp/cph.3a43018, LCCN Permalink: https://lccn.loc.gov/2007681632</i></p> <p><i>Caption: Women tending spinning machines in an early textile factory.</i></p> <p><i>Or one of the two images suggested for page 231 above if not used on this earlier page, viz. "Carding" at:</i></p> <p>http://b01.deliver.odai.yale.edu/c5/cf/c5cf78c2-9375-4787-9932-da2ab033adb4/ag-obj-122273-001-pub-large.jpg</p> <p><i>Caption: Women at work in a British textile factory in 1840 similar to early factories in the United States.</i></p> <p><i>Or "Warping and winding" at:</i></p> <p>http://b03.deliver.odai.yale.edu/b0/fb/b0fb281b-7011-48c5-abb8-45aef63c14ad/ag-obj-122277-001-rpd-large.jpg</p> <p><i>Caption: Women tending spinning machines in a textile factory in 1840.</i></p>
8	SE	302, Chart, "Isaac Singer"	An inventor who developed	Singer, whose father was a German-Jewish immigrant, invented
8	SE	311, top paragraph in left column		<i>Add sentence to end of paragraph: Emerson thus encouraged individualism—a focus on personal freedom and self-reliance.</i>

Grade	Component Name	Page and Location	Identified Error	Correction
8	SE	316, Concept map, bottom right box ("Northern Cities Grow")	Free African-Americans	Free African Americans
8	SE	320, Question 11	<i>Missing a space between "early" and "1800s."</i>	early 1800s
8	SE	323, first and second standards	<i>Misnumbered standards under 8.9:</i> 4. Describe the leaders . . . 9. Describe the lives . . .	8.9. Students analyze the early . . . 1. Describe the leaders . . . 6. Describe the lives . . .
8	SE	334, right column, end of top paragraph	<i>Correct double period after "white guardian":</i> a white guardian..	a white guardian.
8	SE	342, Guiding Question No. 6	<i>Remove superfluous hyphen:</i> Mexican-Americans	Mexican Americans
8	SE	343, Paragraph 16 (lower right)	cross-dressers like Charley Parkhurst	those like Charley Parkhurst who was born as a woman but preferred to live as a man.
8	SE	353, right column, end	<i>Delete superfluous "They":</i> Mexican vaqueros, or "cowboys," They taught ranchers how to	Mexican vaqueros, or "cowboys," taught ranchers how to
8	SE	355, right column, toward end of middle paragraph	<i>Correct misspelling:</i> Sam Bannan	Sam Brannan
8	SE	355, right column, toward end of middle paragraph	<i>Background information that could be useful for illustrating cultural diversity was omitted:</i> Merchants, saloon owners and others supporting the miners—like Sam Bannan, the clothes-maker Levi Strauss, or the store owner Leland Stanford—often became richer than the miners themselves.	Merchants, saloon owners and others supporting the miners—like Sam Brannan (a Mormon), the clothes-maker Levi Strauss (a German-Jewish immigrant), or the store owner Leland Stanford—often became richer than the miners themselves.
8	SE	360, upper left	When Parkhurst died, neighbors thought Charley was a man until, when they prepared her body for burial, they were surprised to discover she was a woman	When Parkhurst died, neighbors thought Charley was a man until, when they prepared the body for burial, they were surprised to discover Parkhurst was a woman.
8	SE	366, Question	<i>Incorrect punctuation:</i> 12. Explain two consequences of	12. Explain two consequences of the Mexican-American War.

Grade	Component Name	Page and Location	Identified Error	Correction
		12	the Mexican-American War?	
8	SE	375, last sentence on right.	<i>Unclear phrasing:</i> He argued that Douglas' approach would one day end by extending slavery to all states.	He argued that Douglas' system of popular sovereignty would lead to an extension of slavery to all states.
8	SE	376, in excerpt, end of second paragraph	<i>Unnecessary space between "South" and final period:</i> North as well as South .	North as well as South.
8	SE	391, second paragraph	Union Army	Union army
8	SE	392, end of second excerpt	<i>End of second excerpt is missing closing quotation marks:</i> through the camp . . .	through the camp . . ."
8	SE	415, left side at bottom under "The Economic Dependence of African Americans"	<i>Spacing between lines is off.</i>	<i>Tighten the spacing between lines.</i>
8	SE	418, right side, bottom three lines	<i>Spacing between lines is off.</i>	<i>Tighten the spacing between lines.</i>
8	SE	439, upper right	<i>Map is missing caption.</i>	<i>Add caption:</i> The spread of railroads helped create a national market.
8	SE	442, middle of left column	<i>Awkward phrasing:</i> Andrew Carnegie (1835-1919) was a penniless immigrant from Scotland as a child.	At the age of 13, Andrew Carnegie (1835-1919) came to America from Scotland as a penniless immigrant.
8	SE	442, bottom right	<i>Omission of shading to land areas of map showing Carnegie's transport of iron ore to steel mills.</i>	<i>Add green shading to land areas of map showing Carnegie's transport of iron ore to steel mills.</i>
8	SE	443, upper left column	<i>Text that belongs in the upper left of page is missing.</i>	<i>Add the following missing text:</i> By the end of the century, Carnegie was producing one-quarter of all the steel made in the United States. He sold his company to J. P. Morgan in 1901 for \$225 million. He spent the rest of his life giving his money away in acts of philanthropy, including millions to establish public
8	SE	443, bottom right column	<i>Delete "the":</i> In 1895, Morgan formed the J.P. Morgan & Company, a commercial and investment	In 1895, Morgan formed J.P. Morgan & Company, a commercial and investment banking institution.

Grade	Component Name	Page and Location	Identified Error	Correction
			banking institution.	
8	SE	443, upper right	<i>Political cartoon of "King Rockefeller" is currently covering part of the text.</i>	<i>Push some of the text in the upper right down to make room for political cartoon of "King Rockefeller," which is currently covering part of the text.</i>
8	SE	444, top left	<i>Eliminate the duplicate text at the top of this page, which repeats the bottom paragraph of page 443. Because of changes to page 443, some of the text will be pushed from the bottom of page 443 onto the top of page 444.</i>	
8	SE	446, <i>The Historian's Apprentice</i>	<i>End of Robert Anderton Naylor excerpt, incorrect spacing near the question mark: What next ? What next?</i>	What next? What next?
8	SE	456, Essay Questions	<i>Numbering should be continuous and consecutive.</i>	<i>Change Essay Questions numbers 1 and 2 to numbers 15 and 16.</i>
8	SE	460	<i>Incorrect font size in the paragraph entitled "Child Labor."</i>	<i>Adjust font size.</i>
8	SE	462 (left column) - 463 (top of page)	<p>A new nationwide labor organization was founded in 1881 by Samuel Gompers, a Jewish immigrant who worked making cigars. In 1886, it adopted a new name as the American Federation of Labor, or AFL. Unlike the Knights of Labor, the AFL was a federation of several national craft unions, including those of carpenters, cigar-makers, and shoemakers. Its membership was restricted to skilled workers. The AFL also did not admit women. At first, Gompers insisted that the affiliated craft unions admit African-American workers, but when several refused to do so, Gompers backed down. As a result, only the United Mine Workers and a few other AFL unions admitted African Americans in these years. African-American leaders complained that the unions were holding African Americans back, especially by refusing to admit young blacks as apprentices. Gompers also failed to counteract</p>	<p>A new nationwide labor organization was founded in 1881. Samuel Gompers, a Jewish immigrant from England, quickly became its leader. Gompers had begun making cigars at the age of 10, moved with his family to America at the age of 13, joined a local cigar-makers' union at 14, and was elected as the head of his local union at the age of 24 in 1874. In 1886, Gompers' organization renamed itself as the American Federation of Labor, or AFL. Unlike the Knights of Labor, the AFL was a federation of several national craft unions, including those of carpenters, cigar-makers, and shoemakers. Its membership was restricted to skilled workers. Except for a brief period of time, the AFL did not admit women. Gompers had at first insisted that the affiliated craft unions admit African-American workers, but when several refused to do so, Gompers backed down. As a result, only the United Mine Workers and a few other AFL</p>

Grade	Component Name	Page and Location	Identified Error	Correction
			ethnic prejudice against different nationalities within particular craft unions.	unions admitted African Americans in these years. African-American leaders complained that the unions were holding African Americans back, especially by refusing to admit young African Americans as apprentices. Gompers also failed to counteract ethnic prejudice against different nationalities within particular craft unions.
8	SE	467	<i>Missing period at end of sentence in lower right column:</i> New York passed new factory laws and women garment workers formed unions	New York passed new factory laws and women garment workers formed unions.
8	SE	468, <i>The Historian's Apprentice</i>	on-line	online
8	SE	470, end of first paragraph	city-life	city life
8	SE	472, second heading	<i>Format of second heading does not match that of first heading:</i> The "New Immigrants," 1880-1924	The "New Immigrants" (1880-1924)
8	SE	473	. . . a gift from France that came to symbolize America's willingness to accept the "tired" and "poor . . . huddled masses" of other lands, "yearning to be free."	. . .a gift from France that came to symbolize America's willingness to accept the downtrodden. At the statue's base is a poem by the Jewish-American poet Emma Lazarus, welcoming the "tired" and "poor . . . huddled masses" of other lands, "yearning to breathe free."
8	SE	474	Immigrant children were eventually assimilated—or made similar to other Americans	Immigrant children eventually assimilated and became similar to other Americans.
8	SE	479	<i>Add Triangle Shirtwaist Factory Fire to Concept Map, Milestones of the Early Labor Movement</i>	<ul style="list-style-type: none"> Triangle Shirtwaist Factory Fire
8	SE	502, upper right	Teachers attempted to convert their students to Christianity while telling them that tribal beliefs were wrong.	Teachers attempted to convert their students to Christianity while telling them that many traditional tribal beliefs, such as respect for female and two-spirit authority, were wrong.
8	SE	503, left column, third paragraph	<i>Add new third sentence to the paragraph to explain the impact of the Dawes Act on traditional female authority.</i>	Giving ownership to men also weakened the traditional authority of women in many tribal societies.
8	SE	508,	<i>(1) Diagram is missing line</i>	(1) Add line connecting "Sioux

Grade	Component Name	Page and Location	Identified Error	Correction
		Concept map	connecting "Relocation of the Indians" with "Sioux Indians"; (2) Plains Indians box has superfluous period; (3) Southwest box has superfluous period; (4) Reservations box capitalizes "Attempt."	Indians" to "Relocation of the Indians" (2) Delete period in Plains Indians box (3) Delete period in Southwest box (4) In Reservations box: attempt.
8	SE	515, painting caption	Eliminate duplicative "the" from caption: the the	the
8	SE	517, top right	delete hyphen: African-American	African American
8	SE	525, upper right	Portrait of Oliver Hudson Kelley covers part of text.	Move illustration away from text.
8	SE	525, bottom	Picture of Grange meeting is missing.	Add public domain image of Grange meeting found at: https://upload.wikimedia.org/wikipedia/commons/e/e4/Grange1873.jpg
8	SE	529, third bullet in <i>The Historian's Apprentice</i>	Correct misspelling: William Jenning Bryan's	William Jennings Bryan's
8	SE	530, Question 3, Choice C.	Unnecessary period: Great Plains.	Delete final period: Great Plains
8	SE	531, Question 5, top right box	Make singular: the transcontinental railroads	the transcontinental railroad
8	SE	532, Question 10.	Correct misspelling: William Jenning Bryan's speech	William Jennings Bryan's speech
8	SE	551-554, Index	Correct index entries to have last name first: Andrew Carnegie Samuel Morse John D. Rockefeller	Carnegie, Andrew 442-444, 446 Morse, Samuel 301-302, 434 Rockefeller, John D. 443, 449
			Correct misspelling of index entry: Equaino, Olaudah 228	Equiano, Olaudah 228
8	SE	551-554, Index	Add additional entries to index: Immigrants Brannan, Samuel Triangle Shirtwaist Factory Fire	Immigrants 457-459, 462, 465, 467, 470-479 Brannan, Sam 354-355 Triangle Shirtwaist Factory Fire 458, 467, 479
Grade	Component Name	Page/ location	Identified error	Proposed correction
8	Black Line	8.2.1, Ch. 5	Spacing error	Add line space between first two

Grade	Component Name	Page/ location	Identified error	Proposed correction
	Masters (hereafter "BLM")		<i>Missing punctuation</i>	<i>paragraphs.</i> <i>In the shaded excerpt, fourth item, add a period at the end of the sentence.</i>
8	BLM	8.3.3, Ch. 5	<i>Bottom left of page has superfluous copyright symbol.</i>	<i>Change "Full (c) faith and Credit Clause" to "Full Faith and Credit Clause."</i>
8	BLM	8.4.4, Ch. 11, "John Brewster"	<i>Paragraph 2, middle sentence, incorrect word ("until").</i>	<i>Replace "until" with "with" by changing "to communicate until others" to "to communicate with others"</i>
8	BLM	8.4.4, Ch. 11, "Helen Keller," page 1	<i>End of first paragraph refers to question in the singular, when should be plural.</i>	<i>Change end of sentence from "the question that follows" to "the questions that follow."</i>
8	BLM	8.4.4, Ch. 11, "Helen Keller," page 1, bottom paragraph	<i>In line 3 of the bottom paragraph, "sentiment or tenderness" should be "sentiment of tenderness."</i> <i>In line 5 of bottom paragraph, text is missing from the original source between "cause of my" and "hand."</i>	<i>In line 3, change "sentiment or tenderness" to "sentiment of tenderness."</i> <i>In line 5, after "cause of my" insert the following text: "discomfort was removed. She brought me my hat, and I knew I was going out into the warm sunshine. . . . We walked down the path to the well-house, attracted by the fragrance of the honeysuckle with which it was covered. Some one was drawing water and my teacher placed"</i>
8	BLM	8.4.4, Ch. 11, "Wong Chin Foo," page 2, boxed excerpt	<i>There is an incorrect line break in the excerpt, and three hyphens appear as the letter "a" and a blank space.</i>	<i>In the second sentence of the boxed excerpt, change "illa treated" to "ill-treated" and remove line break on line 3 after "nation." On line 7, of the excerpt, change "hoisted on an occasional gina mill" to "hoisted [raised] on an occasional gin-mill." On line 11 of the excerpt, change "ruma selling interest" to "rum-selling interest."</i>
8	BLM	8.6.3, Ch. 11, "Irish Potato Famine," pages 1, 2 and 3,	<i>First name of author is misspelled.</i>	<i>Change "Gegróid" to "Gearóid"</i>
8	BLM	8.6.3, Ch. 11, "The Growth of Cities"	<i>Question 1 has "do" instead of "does" (error in subject-verb agreement)</i>	<i>Change "1. What do the way the streets" to "1. What does the way the streets"</i>

Grade	Component Name	Page/ location	Identified error	Proposed correction
8	BLM	8.6.5, Ch. 8, "The Role of Private and Religious Schools," page 1	<p><i>First paragraph needs two hyphens.</i></p> <p><i>End of fourth paragraph has line spacing problem.</i></p> <p><i>Last paragraph has a misspelled name.</i></p>	<p><i>Add hyphens, to read: "mid-nineteenth" and "state-run"</i></p> <p><i>Fix line spacing.</i></p> <p><i>Change "Philips Exeter Academy" to "Phillips Exeter Academy."</i></p>
8	BLM	8.6.5, Ch. 8, "The Role of Private and Religious Schools," page 2	<p><i>End of third paragraph has "o" instead of dash.</i></p>	<p><i>Change "1783o 1876" to "1783-1876"</i></p>
8	BLM	8.7.4, Ch. 12, "Free African Americans in the North and the South"	<p><i>Erroneous line break occurs in Statement 5, also creating incorrect numbering.</i></p> <p><i>Statement 10, which will become Statement 9, has an incorrect word ("inters racial").</i></p> <p><i>Statement 11, which will become Statement 10, has "church" instead of "churches" and at end is missing "and South."</i></p>	<p><i>Remove unnecessary line break in Statement 5. Then number all the statements consecutively from 1 to 17.</i></p> <p><i>9. Change "inters racial" to "inter-racial"</i></p> <p><i>10. Change "church" to "churches" and "In both the North," to "In both the North and South,"</i></p>
8	BLM	8.8.5, Ch. 13, "America's Mexican Heritage," page 2	<p><i>Second sentence has a duplicate word ("independence").</i></p>	<p><i>Change "declared independence his nation's independence" to "declared his nation's independence."</i></p>
8	BLM	8.8.5, Ch. 13, "America's Mexican Heritage," page 3	<p><i>Misspelling of name in first line of fourth paragraph.</i></p>	<p><i>Change "Santa Ana" to "Santa Anna"</i></p>
8	BLM	8.11.2, Ch. 18, "Buffalo Soldiers," page 1	<p><i>Copyright symbol mistakenly appears between "keen" and "sightedness";</i></p> <p><i>Line 6 has "out" instead of "our"</i></p>	<p><i>Delete copyright symbol: "keen sightedness"</i></p> <p><i>Line 6, second excerpt, change "from out experience" to "from our experience"</i></p>
8	BLM	8.12.1, Ch. 16, "Patterns of Industrial Development"	<p><i>Second paragraph is missing "the" in first sentence at the end.</i></p>	<p><i>Change "industry in period from 1865-1900" to "industry in the period from 1865-1900"</i></p>
8	BLM	8.12.1, Ch.	<p><i>First paragraph, line 5, there is an</i></p>	<p><i>Change "southward to the northern</i></p>

Grade	Component Name	Page/ location	Identified error	Proposed correction
		19, "Patterns of Agricultural Development"	extra "the"	Texas" to "southward to northern Texas"
8	BLM	8.12.5, Ch. 19, "Queen Lili'uokalani," pages 1 and 2	<i>The name "Lili'uokalani" is misspelled on page 1 (fourth paragraph) and on page 2 (end of excerpt).</i>	<i>Correct spelling to "Lili'uokalani"</i>
8	BLM	HSS-Analysis Skills, Ch. 14, "Historical Interpretation"	<i>Line 6 of excerpt has an extraneous "the" before the word "protected"</i>	<i>Change "a government of limited powers that the protected the rights . . ." to "a government of limited powers that protected the rights . . ."</i>
8	BLM	HSS-Analysis Skills, Ch. 5, "Historical Interpretation," page 1	<i>Extraneous word "is" appears in paragraph 2 at the end of line 1.</i> <i>In paragraph 6, the book title should be italicized and comma removed.</i>	<i>Change "provides is a good" to "provides a good"</i> <i>Change "In 1913, historian Charles Beard published An Economic Interpretation of the Constitution." to "In 1913, historian Charles Beard published <i>An Economic Interpretation of the Constitution.</i>"</i>
8	BLM	HSS-Analysis Skills, Ch. 5, "Historical Interpretation," page 2	<i>Question 3 has an extra "3."</i>	<i>Change "3. 3. Based on . . ." to "3. Based on . . ."</i>
8	BLM	HSS-Analysis Skills, Ch. 3, "Historical Interpretation"	<i>Paragraph 2, line 8 is missing "of"</i> <i>Paragraph 3, W.E.B Du Bois requires a period following "B" and the title of his book should be italicized.</i> <i>In the last line of Paragraph 3, "and" should be "had."</i> <i>Paragraph 6, first line is missing "most" before "recent" and the title of Eric Foner's book should be italicized.</i>	<i>Change "Some those" to "Some of those"</i> <i>Change "W.E.B. Du Bois" to "W.E.B. Du Bois"</i> <i>Change "Black Reconstruction in America" to "<i>Black Reconstruction in America</i>"</i> <i>Change "historians and ignored" to "historians had ignored"</i> <i>Change "The most interpretation of Reconstruction" to "The most recent interpretation of Reconstruction"</i> <i>Change "Reconstruction:</i>

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				America's Unfinished Revolution" to "Reconstruction: America's Unfinished Revolution."
8	BLM	HSS- Analysis Skills, Ch. 3, "Fact/ Opinion," page 1	<i>Incorrect word ("spice") is used in the example.</i>	Change "This food is too spice!" to "This food is too spicy!"
8	BLM	HSS- Analysis Skills, Ch. 3, "Fact/ Opinion," page 2	<i>Bottom right should be Chapter 3; numbers on second page should continue with Statement 7 (not 13).</i>	Correct numbering errors.
8	BLM	HSS- Analysis Skills Ch. 3, "Fact/ Opinion," page 2		Add these two sentences at the end of the questions: "Now look at the excerpt from Thomas Paine on page 74 of <i>E Pluribus Unum</i> and the quotation from Dr. Benjamin Rush at the top of page 78. Which of their statements are opinions and which are facts?"
8	BLM	HSS- Analysis Skills, Ch. 9, "Information"	<i>To avoid confusion, replace "relevant boxes" in the instructions at the top with "appropriate boxes"</i> <i>The last sentence is missing the final word "independence."</i>	Change end of sentence from "in the relevant boxes" to "in the appropriate boxes" Complete final sentence on page by adding "independence."
8	BLM	HSS- Analysis Skills, Ch. 6, "Information"	<i>There is an extra "the" in the second sentence of fourth paragraph.</i>	Change "She is writing a report on the George Washington" to "She is writing a report on George Washington."
8	BLM	HSS- Analysis Skills, Chs. 11 & 12, "Information"	<i>To avoid confusion, replace "relevant boxes" in the fourth paragraph with "appropriate boxes."</i>	Change end of sentence from "in the relevant boxes" to "in the appropriate boxes."
8	BLM	HSS- Analysis Skills, Chs. 6, 9, 10, "Matrix"	<i>The introductory paragraph on each of the three of the "Matrix " worksheets contains some incorrect wording, using "identify to place" for "situate" and "space" for "place"</i>	Change the introductory paragraph on each "Matrix" worksheet from: "The study of history requires an understanding of both time and space. The historian must be able to identify to place people and events in a matrix of time and place and identify the central

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				<p>issues they faced.”</p> <p><i>To the following:</i> “The study of history requires an understanding of both time and place. The historian must be able to situate people and events in a matrix of time and place and be able to identify the central issues that these people faced.”</p>
8	BLM	HSS-Analysis Skills, Ch. 9, “Matrix”	<i>In first question below the matrix, “War of 1813” erroneously appears instead of “War of 1812.”</i>	Change “War of 1813” to “War of 1812.”
8	BLM	HSS-Analysis Skills, Ch. 3, “Chronology”	<p><i>Comma is in wrong place in introductory sentence at top:</i> “An event can take place before, at the same time, as or after another event”</p> <p><i>Sentences 2 and 9 are missing final periods.</i></p>	<p><i>Change introductory sentence to:</i> “An event can take place before, at the same time as, or after another event.”</p> <p><i>Add final period to Sentences 2 and 9.</i></p>
8	BLM	HSS-Analysis Skills, Ch. 7, “Timelines”	<i>Event 10 has “Derby” instead of “Derna.”</i>	Change “10. U.S. Marines capture Derby in Tripoli” to “10. U.S. Marines capture Derna in Tripoli”
8	BLM	HSS-Analysis Skills, Ch. 10, “Timelines”	<i>“3. Cherokee v. Georgia” should be “3. Cherokee Nation v. Georgia”</i>	Change “3. Cherokee v. Georgia” to “Cherokee Nation v. Georgia”
8	BLM	HSS-Analysis Skills, Ch. 14, “Timelines,” page 1	<p><i>Event 9. misspelling of “Douglas”</i></p> <p><i>Event 10. misspelling of “Harpers Ferry”</i></p>	<p>Change: “9. Lincoln-Douglass Debates (1858)” to “9. Lincoln-Douglas Debates (1858)”</p> <p>Change: “10. . . . Harper’s Ferry” to “10. . . . Harpers Ferry”</p>
8	BLM	HSS-Analysis Skills, Ch. 14, “Timelines,” page 2	<i>“3. Monitor v. Merrimack” should not be italicized</i>	Change “3. Monitor v. Merrimack (March 1862)” to “3. Monitor and Merrimack (March 1862)”
8	BLM	HSS-Analysis Skills, Chapters 3, 8, 9, 10, 12 and 16, “Questions”	<i>The first question on each of these worksheets contains an extraneous word (“and”) between “historical” and “research.”</i>	Change “by further historical and research” to “by further historical research”

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8	BLM	HSS- Analysis Skills, Ch. 12, "Credibility"	<i>The line above the second box is missing the word "a."</i>	Change "Explain why you think this is, or is not, credible source" to "Explain why you think this is, or is not, a credible source."
8	BLM	HSS- Analysis Skills, Ch. 10, "Cost/ Benefit," "War on the Bank"	<i>Last sentence above the box has an "e" instead of a dash.</i>	Change "281e 283" to "281-283"
8	BLM	HSS- Analysis Skills, Ch. 10, "Cost/ Benefit," "The Indian Removal Act"	<i>Paragraphs 2 and 3 need a blank line between them.</i>	Add a line to separate paragraphs 2 and 3.
8	BLM	"A Word to Parents," page 1	<i>Paragraph 3, line 3, is missing the word "of."</i>	Change "It is the story how we can all participate . . ." to "It is the story of how we can all participate. . ."
8	BLM	"A Word to Parents," page 2	<i>First line of paragraph 2 should have "chapter" not "chapters."</i> <i>First line of paragraph 3 should have "The Historian's Apprentice" in italics.</i>	Change "The information in each chapters" to "The information in each chapter" Change "The Historian's Apprentice" to " <i>The Historian's Apprentice.</i> "

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8	Teacher's Guide (hereafter, "TG")	S-3	Incorrect capitalization of "Levels" in "Under Inquiry Skills," second line.	Change: These Levels include the following: To read: These levels include the following:
8	TG	S-4	In far left column, capitalize "T" in "SOAPSTone."	Change: SOAPStone To read: SOAPSTone
8	TG	S-5	Wrong word. Right column, Prior Knowledge sentence.	Change: that would help you understanding this To read: that would help you understand this...
8	TG	S-6	Right column of OPTICS section: First sentence, missing indefinite article. Second "Objects" sentence is missing word: "What"	Change: how to read visual. To read: how to read a visual. Change: Overall impression does the visual present? To read: What overall impression

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				the visual present?
8	TG	S-8	Two errors. #7 has incomplete bolding of a word. RAFT right column, wrong word.	Change: summarizing this To read: summarizing this Change: What format with this writing take? To read: What format will this writing take?
8	TG	S-15	Unit heading inconsistent with Student Edition. In far right column, 2 of the 5 sentences are missing final punctuation.	Change: The Rise of Industrial America To read: The Transformation of Industrial America Each "Overview" sentence should have a final period (1 and 3).
8	TG	1-2	Guiding Question 4 has inconsistent capitalization with the Student Edition. Change "Colonies" to "colonies."	Change: New England Colonies, Middle Colonies, and Southern Colonies To read: New England colonies, Middle colonies, and Southern colonies
8	TG	1-3	Pre-Reading Activity 2 is missing phrase "during the Colonial Era".	Change: about life in based on To read: about life during the Colonial Era based on
8	TG	1-4	Stray bolding of text in middle column of graphic organizer.	Change: Trade between the colonies To read: Trade between the colonies
8	TG	1-5	Capitalization, punctuation and italicization errors in paragraphs 2, 3, 5, 6a and graphic organizer	2. Change: Strategies section To read: <i>Strategies</i> section Change: Teacher Guide To read: <i>Teacher's Guide</i> 3. Change: (See example below). To read: (See example below.) 5. Change: their work discuss To read: their work, discuss 6a. lower case last word, changing: Colonies to colonies. Graphic organizer: change "Colonies" to "colonies" in 2nd and 3rd rows.
8	TG	1-7	First sentence and Posting on a Digital Bulletin Board, paragraph 1.	First sentence change: teacher guide To read: <i>Teacher's Guide</i> Change: 1. Have students discuss and the rephrase To read: 1. Have students discuss and then rephrase
8	TG	1-8	Inconsistent use of italics and capitalization in the red ACES line.	Change: (See the Strategies Section To read: (See the <i>Strategies</i> section
8	TG	1-10A	"The Avalon Project" missing letter "t."	Change: Complete ext of To read: Complete text of

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8	TG	2-7	Missing apostrophe in heading of table in paragraph 5. One-Sentence Summaries - introduction First italicized sentence Second italicized sentence First bullet	Change: Colonists Reactions... To read: Colonists' Reactions... Change: America colonies To read: American colonies Change: which led to many colonists ignore To read: which led many colonists to ignore Before "therefore," change comma to semi-colon: <i>French and Indian War; therefore.</i> Before "therefore," change comma to semi-colon: thought that _____; therefore
8	TG	2-8	In #1, inconsistent capitalization. Under Loyalist, second bullet	Change: Pre-Revolutionary era To read: Pre-Revolutionary Era Change: Sons of Liberty To read: Sons or Daughters of Liberty
8	TG	2-10	#3, fourth line, incorrect capitalization	Change: American revolution To read: American Revolution
8	TG	2-10	Rubric, right column, third entry, missing conjunction "and"	Change last sentence: This response shows little organization contains To read: This response shows little organization and contains
8	TG	2-17	Middle of paragraph frame is missing text	Change: The colonists again felt the l b To read: The colonists again felt the law was unfair because
8	TG	3-4	Posing Question #2 typo	Change: pose ten (10) question To read: pose ten (10) questions
8	TG	3-6	Under "American Revolution Hall of Fame," <i>The Historian's Apprentice</i> should capitalize and italicize "the"	Change: the <i>Historian's Apprentice</i> To read: <i>The Historian's Apprentice</i>
8	TG	3-9	Second sentence in rubric should be capitalized and divided into two sentences to match formatting of others.	Change: contains...the thesis; Demonstrates To read: Contains...the thesis. Demonstrates
8	TG	3-9	Under "Meet American Revolutionary Heroes," first sentence, there is a double word "that"	Change: Ask students to imagine that that they To read: Ask students to imagine that they
8	TG	4-6	Formative and Summative	Change: to demonstrate mastery

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			section, first line has “understand” instead of “understanding.”	and understand of the chapter To read: to demonstrate mastery and understanding of the chapter
8	TG	4-8	Inconsistent heading	Change: Website Address with Free Online Resource for Teachers To read: Website Addresses with Free Online Resources for Teachers
8	TG	4-8	Incorrect positioning of apostrophe	Change: Shay's Rebellion To read: Shays' Rebellion
8	TG	5-3	Guiding Question #2. Incorrect referencing of publication	Change: ...the Federalist Papers? To read: ... <i>The Federalist Papers?</i>
8	TG	5-4	At top, paragraph 8: Delete “s” from “U.S. Constitutions”	Change: U.S. Constitutions To read: U.S. Constitution
8	TG	5-4	Vocabulary Acquisition, paragraph 1 requires italics.	Change: Names and Terms You Should Know To read: <i>Names and Terms You Should Know</i>
8	TG	5-5	Top line requires E to be italicized.	Change: E <i>Pluribus Unum</i> To read: <i>E Pluribus Unum</i>
8	TG	5-7	Paragraph 6 is missing word “has” and final punctuation.	Change: the Constitution three main parts To read: the Constitution has three main parts End the sentence with a period.
8	TG	5-7	#3. In the first sentence, the word “student” should be “students.”	Change: ask student To read: ask students
8	TG	5-8	Under “Create a Founding Fathers Facebook Page or Bio-Cube,” # 1, in the template, in line 6, there is a missing hyphen	Change: AntiFederalist To read: Anti-Federalist
8	TG	5-8	At bottom of page, # 3 is missing the end of the sentence.	Change the period after the closing parenthesis to a comma. Add: they should create a Bio-Cube on leading Founders.
8	TG	5-9	In RAFT section, first line of “Topic” section, beginning of sentence is incorrect.	Change: why the person to whome To read: Why the person to whom
8	TG	5-10	The sentence above the rubric is missing a possessive.	Change: <i>Teacher Guide</i> To read: <i>Teacher's Guide</i>
8	TG	5-10	Rubric, right column, third entry, missing the conjunction “and”	Change last sentence: This response shows little organization contains To read: This response shows little organization and contains
8	TG	6-3	Incorrect word in #6.	Change: financial crises To read: financial problems
8	TG	6-4	#1 parenthetical sentence error.	Change: (They will likely to be able

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				to To read: (They will likely be able to
8	TG	6-7	End of #1 is missing hyphen.	Change: Democratic Republicans To read: Democratic-Republicans
8	TG	6-8	#5 is missing italicization.	Change: In this <i>Teacher's Guide</i> below is a sample rubric to evaluate student work. Other rubrics are also located in the Strategies section at the beginning of the Teacher's Guide. To read: Below is a sample rubric to evaluate student work. Other rubrics are also located in the <i>Strategies</i> section at the beginning of this <i>Teacher's Guide</i> .
8	TG	6-8	Error in syntax in second sentence of paragraph under "President Washington Foldable."	Change: Using pages 170-172 and ask students to create To read: Ask students to use information from pages 170-172 to create
8	TG	6-9	Rubric, right column, third entry, missing the conjunction "and"	Change last sentence: This response shows little organization contains To read: This response shows little organization and contains
8	TG	7-1	In chapter title, "Democratic-Republicans" has a colon instead of a hyphen.	In title of Chapter 7, change: Democratic: Republicans To read: Democratic-Republicans
8	TG	7-1	In the footer to this chapter "Democratic-Republicans" is missing a hyphen. This error affects all the pages of this chapter.	In footer of Chapter 7, change: Democratic: Republicans To read: Democratic-Republicans
8	TG	7-5	In #3, "member" should be "members."	Change: other group member To read: other group members
8	TG	7-6	Top of page, #1, first sentence has an extraneous definite article before "President Jefferson."	Change: accomplishments of the President Jefferson To read: accomplishments of President Jefferson
8	TG	7-6	Top of page, #2, first sentence is missing "was constitutional,"	Change: whether the Louisiana Purchase on pages To read: whether the Louisiana Purchase was constitutional, on pages
8	TG	7-7	Top of page, first sentence, delete "or"	Change: mastery and understanding of the chapter objectives or in addition to answering multiple-choice questions. To read: mastery and understanding of the chapter objectives in addition to answering

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				multiple-choice questions.
8	TG	7-7	Last sentence on page is missing phrase "is available online"	Change: A template for creating a Jeopardy game in PowerPoint To read: A template for creating a Jeopardy game in PowerPoint is available online
8	TG	7-8	Rubric, right column, third entry is missing the conjunction "and"	Change last sentence: This response shows little organization contains To read: This response shows little organization and contains
8	TG	7-8	The third online resource requires a hyphen.	Change: Anti Federalists To read: Anti-Federalists
8	TG	7-8	The fourth online resource has a double word: "the the"	Change: Lessons on the the To read: Lessons on the
8	TG	8-3	Question 2 requires a question mark at the end.	Change Question 2 to read: 2. What was family life like in the Early Republic?
8	TG	8-5	Turn and Talk #1 Capitalize "r" in "republic" Add "s" to "page"	Change: republic To read: Republic Change: the maps on page 535-536. To read: the maps on pages 535-536.
8	TG	8-6	"Class Discussion," #1, change the word Colonies to lower case to match usage in Student Edition. In first bullet, make ship building one word.	Should read: New England colonies, Middle colonies, Southern colonies. Change: ship building To read: shipbuilding.
8	TG	8-6	#5, second sentence, replace "change" with "chance."	Change: After students have a change to skim To read: After students have a chance to skim
8	TG	8-7	Remove hyphen from "Free African Americans" in #1.a. and in first row of table.	Change: Free African-Americans To read: Free African Americans
8	TG	8-7	Bottom of page #1, colon should be a period.	Change: Students can use a variety of formats for their timeline summaries: To read: Students can use a variety of formats for their timeline summaries.
8	TG	8-9	First paragraph, end of line 5, misspelling of name.	Change: "Hawekeye" To read: "Hawkeye"
8	TG	8-10	Errors in rubric.	Second Response, change: ...the thesis; Demonstrates To read: ...the thesis. Demonstrates Final Response: add period.

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8	TG	9-2	Question 2 is missing definite article.	Change: through War of 1812? To read: through the War of 1812?
8	TG	9-2	Question 3 is missing apostrophe.	Change: United States relationship To read: United States' relationship
8	TG	9-3	#2 excerpt, end of first sentence, "Era of Good Feelings" should be placed in quotation marks.	Should be: "Era of Good Feelings."
8	TG	9-4	Top of page, #1, Adams requires an apostrophe.	Change: Adams To read: Adams'
8	TG	9-5	#3. Third bullet: add apostrophe #3.Fourth bullet: make "the" part of the anthem's title.	Change: Why did the Americans ability To read: Why did the Americans' ability Change: the <i>Star-Spangled Banner</i> To read: <i>The Star-Spangled Banner</i>
8	TG	9-7	"Analyzing Music," #1 and #2: make "the" part of the anthem's title.	Change: the <i>Star-Spangled Banner</i> To read: <i>The Star-Spangled Banner</i>
8	TG	9-7	"Breaking News": Place the era in quotation marks.	Change: Era of Good Feelings" To read: "Era of Good Feelings"
8	TG	9-7	"Breaking News," #1, last sentence, subject-verb agreement error.	Change: The graphic...and the text...provides To read: The graphic...and the text...provide
8	TG	9-8	First sentence, change "understand" to "understanding."	Change: ...mastery and understand of To read: ...mastery and understanding of
8	TG	9-9	Rubric, right column, third entry is missing the conjunction "and."	Change last sentence: This response shows little organization contains To read: This response shows little organization and contains
8	TG	9-10	Middle resource has extraneous hyphen.	Change: Free African-Americans To read: Free African Americans
8	TG	9-10	Final resource: italicize the U.S. Supreme Court decision.	Should be: <i>McCulloch v. Maryland</i>
8	TG	10-2	#3. Make "officeholders" one word to be consistent with the Student Edition.	Change: office holders To read: officeholders
8	TG	10-3	#10 has misspelling.	Change: raiseed To read: raised
8	TG	10-9	#2, second paragraph, lines 3 and 4, has incorrect text.	Change: invention or other contribution to the Second Industrial Revolution including the impact of the contribution, a quote, and To read: accomplishment including

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				the impact of that accomplishment, a quotation, and
8	TG	10-9	Rubric, right column, third entry is missing the conjunction “and”	Change last sentence: This response shows little organization contains To read: This response shows little organization and contains
8	TG	11-6	#1. Place title in italics.	Should be: <i>Golden State “Nuggets” of Knowledge</i>
8	TG	11-8	Right side of graphic organizer, fourth bullet should not have a period to be consistent with the rest of the graphic organizer	Remove period from end of sentence in right column, fourth bullet
8	TG	11-9	End of #2 is missing “or she.”	Change: what he contributed To read: what he or she contributed
8	TG	11-14	Rubric, right column, third entry is missing the conjunction “and”	Change last sentence: This response shows little organization contains To read: This response shows little organization and contains
8	TG	12-8	In organizer, left side has unnecessary hyphen.	Change: Free African-Americans To read: Free African Americans
8	TG	12-8	In organizer, right side, there is an unnecessary indefinite article.	Change: Political: tended toward a states’ rights To read: Political: tended toward states’ rights
8	TG	12-9	Third bullet from the bottom is missing a definite article.	Change: invention of cotton gin? To read: invention of the cotton gin?
8	TG	12-11	#2. Make the word “Question” plural.	Change: Asking Question and Making Inferences To read: Asking Questions and Making Inferences
8	TG	12-11	#3. Make the word “question” plural.	Change: pose three question To read: pose three questions
8	TG	12-12	First sentence, change “understand” to “understanding”	Change: mastery and understand of To read: mastery and understanding of
8	TG	12-13	Historical Tweets: add a hyphen between “140” and “character”	Change: 140 character To read: 140-character tweets
8	TG	12-13	Rubric, right column, third entry is missing the conjunction “and”	Change last sentence: This response shows little organization contains To read: This response shows little organization and contains
8	TG	13-9	Top of page, #3, second sentence, make “student” plural.	Change: Then ask student to recombine into “discussion” groups To read: Then ask students to recombine into “discussion” groups

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8	TG	13-9	"Gallery Walk," #1, end of first sentence, inconsistent capitalization.	Change: in the west. To read: in the West.
8	TG	13-9	Analyzing Timelines, #1, end of first sentence, incorrect possessive instead of plural.	Change: the move of American's westward. To read: the move of Americans westward.
8	TG	13-10	"Mexican-American War," #1, fourth bullet, inconsistent hyphen.	Change: Guadalupe-Hidalgo To read: Guadalupe Hidalgo
8	TG	13-11	"Breaking News," missing preposition	Change: a topic this era of To read: a topic from this era of
8	TG	13-12	Rubric, right column, third entry is missing the conjunction "and"	Change last sentence: This response shows little organization contains To read: This response shows little organization and contains
8	TG	13-12	"Website Addresses," bottom of page, inconsistent term use.	Change: Trans-Continental Railroad To read: Transcontinental Railroad
8	TG	13-13	Middle of page, change period to a colon.	Change: For a timeline of key events in California...water rights. To read: For a timeline of key events in California...water rights:
8	TG	14-6	"Do Now: Reflective Writing," #5. requires a period at end. "Vocabulary Acquisition," #1, put title of feature in italics.	Change: write their responses To read: write their responses. Change: Names and Terms You Should Know To read: <i>Names and Terms You Should Know</i>
8	TG	14-11	"Civil War Presentations," third bullet, eliminate double comma after Grant.	Change: Grant,, or Lee To read: Grant, or Lee
8	TG	14-11	Rubric, right column, third entry is missing the conjunction "and"	Change: This response shows little organization contains To read: This response shows little organization and contains
8	TG	15-2	"Additional Guiding Questions," #5, is missing conjunction.	Change: in the Reconstruction Era what were To read: in the Reconstruction Era and what were
8	TG	15-3	"Additional Guiding Questions," #12, court case should be italicized.	Change: Plessy v. Ferguson To read: <i>Plessy v. Ferguson</i>
8	TG	15-3	"Visual Analysis," #5, error in terminology	Change: a post-chart paper with To read: a post-it chart with
8	TG	15-4	"Vocabulary Acquisition," #5, line 4, incorrect punctuation. #5, lines 5 and 6: change "Blacks"	Change: "to separate the races by law". To read: "to separate the races by law." Change: I would probably make a

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			to “Colored” to correspond with the segregation sign on page 417 of the Student Edition, and remove the last sentence from the paragraph.	“No Blacks Allowed” sign like or copy the sign on page 417 about rest rooms. I also could use the symbol for “prohibited” and the word Blacks underneath it. To read: I would probably make a “Colored Seated in Rear” sign or copy the sign on page 417 about rest rooms.
8	TG	15-4	Graphic organizer, right column, second row.	Remove the term “Blacks” and leave the space blank for students to create their own symbols.
8	TG	15-5	Bottom of page #2, last sentence, incorrect punctuation.	Change: one kind of effect, however To read: one kind of effect; however
8	TG	15-6	“Peer-to-Peer Collaborative Learning Groups,” #3: incorrect verb form.	Change: Have each group prepare a presentation or poster a description To read: or poster describing
8	TG	15-8	“Online Research,” #2, missing definite article.	Change: to answer following To read: to answer the following
8	TG	15-8	“Online Research,” #4, missing letter “m”	Change: and have the discuss To read: and have them discuss
8	TG	15-8	“Writing Ideas,” #2, delete extraneous “in the”	Change: A letter to a friend in the describing To read: A letter to a friend describing
8	TG	15-9	“Creative Products,” #1, is missing a hyphen.	Change: 140 character tweets To read: 140-character tweets
8	TG	16-4	“Additional Guiding Questions,” #6, incorrect date in parentheses.	Change: (during the 1930s and 1840s) To read: (during the 1830s and 1840s)
8	TG	16-4	“Additional Guiding Questions,” #7, African American requires a hyphen.	Change: African American and women inventors To read: African-American and women inventors
8	TG	16-4	“Pre-Reading Activity,” #1, delete extraneous “the” before “Chapter 16.”	Change: Have students preview the Chapter 16 To read: Have students preview Chapter 16
8	TG	16-5	“Vocabulary Acquisition,” #2, make “student” plural.	Change: Ask student to To read: Ask students to
8	TG	16-6	Top of page, #4, make “student” plural.	Change: Then ask student to recombine into “discussion” groups To read: Then ask students to recombine into “discussion” groups
8	TG	16-6	“Comparing Benefits and Costs of Big Business,” #2, place title in italics.	Change: E Pluribus Unum To read: <i>E Pluribus Unum</i>

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8	TG	16-9	First sentence at top of page, change “understand” to “understanding.”	Change: ...mastery and understand of To read: ...mastery and understanding of
8	TG	16-10	Rubric, right column, third entry is missing the conjunction “and.”	Change last sentence: This response shows little organization contains To read: This response shows little organization and contains
8	TG	17-4	“Pre-Reading Activity,” #1, subject-verb disagreement.	Change: illustrations To read: illustration
8	TG	17-6	Top of page, d., inconsistent capitalization of established term.	Change: Pacific Coast To read: Pacific coast
8	TG	17-8	“Reading Like a Historian,” first sentence, has extra preposition.	Change: the lessons on from the To read: the lessons on the
8	TG	17-8	Bottom of page, a., is missing verb.	Change: What settlement patterns you see? To read: What settlement patterns do you see?
8	TG	17-9	First sentence, change “understand” to “understanding.”	Change: ...mastery and understand of To read: ...mastery and understanding of
8	TG	17-9	“Writing Ideas (See <i>Strategies</i> Section . . .),” incorrect capitalization in subheading.	Change: <i>Strategies</i> Section To read: <i>Strategies</i> section
8	TG	17-9	In RAFT, Format: delete extra “of”	Change: An editorial on behalf of either labor or of management To read: An editorial on behalf of either labor or management
8	TG	17-11	Rubric, right column, third entry is missing the conjunction “and”	Change last sentence: This response shows little organization contains To read: This response shows little organization and contains
8	TG	18-2	“Pre-Reading Activity,” #1, extra words.	Change: Andrew Jackson in the what is labeled the “Trail of Tears.” To read: Andrew Jackson in the “Trail of Tears.”
8	TG	18-4	“Examining Cause and Effect,” #1, missing preposition.	Change: Use the <i>E Pluribus Unum</i> text Chapter 18 To read: Use the <i>E Pluribus Unum</i> text from Chapter 18
8	TG	18-5	Top of page, #2, make “student” plural.	Change: Have student predict To read: Have students predict
8	TG	18-5	“Create a Facebook Page,” #1.a., has incorrect punctuation.	Change: and at least three “friends”. To read: and at least three “friends.”
8	TG	18-5	“Formative and Summative Performance-Based	Change: ...mastery and understand of the chapter

Grade	Component Name	Page/ location	Identified error	Proposed correction
			Assessments,” change “understand” to “understanding” and delete “or.”	objectives or in addition to To read: mastery and understanding of the chapter objectives in addition to
8	TG	18-5	“Writing Ideas (See <i>Strategies</i> Section . . .” has incorrect capitalization in the subheading.	Change: <i>Strategies</i> Section To read: <i>Strategies</i> section
8	TG	18-7	Rubric, right column, third entry is missing the conjunction “and.”	Change last sentence: This response shows little organization contains To read: This response shows little organization and contains
8	TG	19-3	“Pre-Reading Activity,” #1, first sentence has extraneous definite article before “Chapter.”	Change: skim the visuals in the Chapter 19 To read: skim the visuals in Chapter 19
8	TG	19-3	“Pre-Reading Activity,” #2, has inconsistent capitalization of a previously established term.	Change: in the west To read: in the West
8	TG	19-4	First line on page, incorrect punctuation. Change comma to semi-colon.	Change: category, however, To read: category; however,
8	TG	19-4	In graphic organizer, first paragraph (“The Homestead Act”), change the comma after “land” to a period.	Change: unclaimed federal land, A homesteader To read: unclaimed federal land. A homesteader
8	TG	19-4	In graphic organizer, third paragraph (“cattle industry”), the second sentence begins with a lower case letter.	Change: plains. because... To read: plains. Because...
8	TG	19-6	“JigSaw Grouping,” #4, line 2, make “student” plural.	Change: Then ask student to recombine into “discussion” groups To read: Then ask students to recombine into “discussion” groups
8	TG	19-7	“Formative and Summative Performance-Based Assessments, change “understand” to “understanding.”	Change: ...mastery and understand of To read: ...mastery and understanding of
8	TG	19-7	“Writing Ideas (See <i>Strategies</i> Section . . .” has incorrect capitalization in the subheading.	Change: <i>Strategies</i> Section To read: <i>Strategies</i> section
8	TG	19-7	In the inset box, “so” is missing from the last sentence.	Change: __and__ To read: __and so__
8	TG	19-8	Rubric, right column, third entry is missing the conjunction “and.”	Change last sentence: This response shows little organization contains To read: This response shows little organization and contains
8	TG	A-2	Chapter 10, Question 3: if proposed changes to Student	Chapter 10, #3: remove asterisk and <i>Errata</i> notice.

Grade	Component Name	Page/ location	Identified error	Proposed correction
			Edition are approved, the asterisk and Errata notice can be deleted here.	
8	TG	A-3	Unit Test I: if proposed changes to the Unit Tests are approved, questions 6 to 20 will be renumbered consecutively to follow Question 3 and the <i>Errata</i> notice will be deleted here.	Unit Test I: remove asterisk from #3 and <i>Errata</i> notice and renumber questions in consecutive order.
8	TG	A-5	Unit Test III: if proposed changes to the Unit Tests are approved, questions 4-7 will be removed, remaining questions will be renumbered consecutively, and the <i>Errata</i> notice will be deleted here.	Unit Test III: remove asterisk, remove questions 4-7, renumber remaining consecutively, remove <i>Errata</i> notice.
8	TG	H-3	Chapter 3, second Homework Assignment, missing letter.	Change: describe the actual condition of most Americans To read: describe the actual conditions of most Americans
8	TG	H-3	Chapter 3, third Homework Assignment, missing period.	Change: <i>E Pluribus Unum</i> List each To read: <i>E Pluribus Unum</i> . List each
8	TG	H-5	Chapter 6, third Homework Assignment, end of sentence requires a question mark rather than a period.	Change: <i>Democratic-Republican</i> . To read: <i>Democratic-Republican?</i>
8	TG	H-5	Chapter 6, fourth Homework Assignment, requires italicization.	Change: Teacher's Guide To read: <i>Teacher's Guide</i>
8	TG	H-8	Chapter 9, third Homework Assignment from top of page, "page" should be singular.	Change: pages 256 To read: page 256
8	TG	H-8	Chapter 9, third Homework Assignment from top of page, removed extraneous "the" and unnecessary quotation marks.	Change: for the "Henry Clay's 'American System.'" To read: for Henry Clay's "American System."
8	TG	H-11	Chapter 13, second Homework Assignment is a heading without content.	Delete this heading.
8	TG	H-16	Chapter 19, fifth Homework Assignment has misspelled name.	Change: Lil'uokalani To read: Lili'uokalani
8	TG	H-17	"Field Trips," first paragraph, line 5, add comma to placename.	Change: Washington D.C. To read: Washington, D.C.
8	TG	H-17	In paragraph 3, bulleted sentences 1, 3 and 5 each need a concluding period.	Add periods to bulleted sentences 1, 3 and 5.
8	TG	H-17	"Before the trip," last sentence is missing word "transportation."	Change: Arrange adequate and To read: Arrange adequate

Grade	Component Name	Page/ location	Identified error	Proposed correction
				transportation and
8	TG	H-18	"Prepare students," first sentence on page has an extraneous indefinite article.	Change: to make a field trip a successful is to To read: to make a field trip successful is to
8	TG	H-18	"During the trip," #3 is in the wrong font. The number needs to be bolded to match the numbering format of the list.	Bold "3."
8	TG	H-18	"During the trip," #5, "thank you letter" requires a hyphen to match "thank-you notes," which is in the line directly below it.	Change: thank you letter To read: thank-you letter
Grade	Component Name	Page/ location	Identified error	Proposed correction
8	Unit Assessment s (hereafter, "UA")	Unit Test I, page 1	The title of Unit Test I does not match Part I of the Student Edition.	Change: The Development of American Constitutional Democracy To read: The Birth of American Constitutional Democracy
8	UA	Unit Test I, page 2, Question 1	Incorrect reference in Answer Choice B: remove "Second."	Change: B. Aspects of the Second Great Awakening To read: B. Aspects of the Great Awakening
8	UA	Unit Test I, page 3, Questions 4 and 5	Questions 4 and 5 are duplicates of Questions 2 and 3; Questions 4 and 5 of Unit Test III belong in this unit.	Replace Questions 4 and 5 with Questions 4 and 5 of Unit Test III, page 4.
8	UA	Unit Test I, page 3, Question 6	Second line of question is not indented.	Adjust indentation.
8	UA	Unit Test I, page 5, Question 12	Capitalization of an established term is inconsistent with Student Edition.	Change: Three Fifts Compromise To read: Three fifths Compromise
8	UA	Unit Test I, page 6, Question 14	Italicization of publication title is inconsistent with Student Edition.	Change: The <i>Federalist Papers</i> To read: <i>The Federalist Papers</i>
8	UA	Unit Test II, page 8	Two of the questions in Unit Test III belong instead in Unit Test II.	Insert Questions 6 and 7 from Unit Test III, pages 4-5, to the top of this page as Questions 15 and 16. Move Performance-Based Task to page 9 and renumber as Question 17; move Essay Question to page 10 and renumber as Question 11.
8	UA	Unit Test II, page 2, Question 2	Spacing in Answer Choice D is too wide.	Adjust spacing.
8	UA	Unit Test III, pages	These four questions belong in other Unit Tests. Also there is no	Move Questions 4-5 to Unit Test I; move Questions 6-7 to Unit Test II;

Grade	Component Name	Page/ location	Identified error	Proposed correction
		4-5, Questions 4-7	Question 11 in this Unit Test.	renumber remaining questions (Questions 8-10, 12-18 become Questions 4-13).
8	UA	Unit Test III, page 9	Student Edition, Chapter 10, page 287, Question 3 should be moved to page 9 of Unit Test III.	Move Student Edition, Chapter 10, page 287, Question 3 to Unit Test III, page 9 as Question 15; renumber Questions 19-21 on pages 10-12 as Questions 16-18.
8	UA	Unit Test IV	The title of Unit Test IV does not match Part IV of the Student Edition: remove "of" after "Course."	Change: The Causes, Course of and Consequences of the Civil War To read: The Causes, Course and Consequences of the Civil War
8	UA	Unit Test IV, page 3, Question 4	Second line of question is not indented.	Adjust indentation.
8	UA	Unit Test V, page 1	Unit Test title does not match Student Edition	Change: The Rise of Industrial America, 1877-1914 To read: The Transformation of Industrial America, 1877-1900
8	UA	Unit Test V, page 6, Question 14	Answer Choice D has a period, inconsistent with the other answer choices.	Change: D railroad companies and grain elevator operators. To read: D railroad companies and grain elevator operators

Houghton Mifflin Harcourt Publishing Company, *HMH Kids Discover California Social Studies*, Kindergarten through Grade Six

Program Summary:

Kids Discover California Social Studies includes: Student Edition (SE), Digital SE (Online Student Magazine; includes Skill Lessons and Citizenship Feature); Teacher's Guide (TG, Print and Digital); Digital-Only Ancillaries: Get Set to Read/Anticipation Guide, School to Home Newsletters, Vocabulary Activities, Vocabulary Network, Magazine Glossary, Literature Selection, Annotated Bibliographies, Pacing Guides, Collaborative Discussion Rubrics for ELD, Performance Task Guidelines and Rubrics, Answer Key, Magazine Assessment, Benchmark Assessments, Pre/Post Assessments, HMH FYI, HMM In the News, Media Explorations, Core Online Student Content (COSC).

Recommendation:

Kids Discover California Social Studies is not recommended for adoption because the instructional materials do not meet all the criteria in category 1.

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

The program does not meet all of the evaluation criteria in category 1, specifically criteria statements 3, 4, and 10. The program has numerous errors that exceed the definition of “minimal in number” as specified in the *California Code of Regulations*, Title 5 (Education) (5 CCR), Section 9510(h). The program also includes depictions of individuals from various religious groups that constitute adverse reflections as defined in the State Board-adopted *Standards for Evaluating Instructional Materials for Social Content*, 2013 edition, and are not consistent with criteria statement 1.10. It is the judgement of the Instructional Quality Commission that correcting these issues would require “rewrites” to the program as defined in 5 CCR Section 9510(r), which are not permitted per 5 CCR Section 9524(a)(5).

Criteria Category 2: Program Organization

The organization and features of the instructional materials support instruction and learning of the standards.

Citations:

- Criterion #3: Grade 4, SE, Spanish Exploration and Colonization, pp. 2-17, TG pp. 66-81; Grade 5, SE, American Revolution, pp. 2-5, 10-11, 16-17, TG pp. 290-293, 298-299, 304-305.
- Criterion #5: Grade 3, TG pp.127, 133, 135; Grade 5, TG pp.389, 543, 549; Grade 6, TG p.65.

- Criterion #8: Grade K, SE, Jobs, pp. 2-3, 4-5, 6-7, 8-9, TG pp. 66-67, 68-69, 70-71, 72-73; Grade 2, SE, America: Heritage and Culture, pp. 4-7, TG pp. 208-211.
- Criterion #9: Grade 3, SE, Settling the Land, pp. 16-18, TG pp. 164-166; Grade 6, p. 81.

Criteria Category 3: Assessment

The instructional materials provide teachers with assistance in using assessments for planning instruction and monitoring student process toward mastering the content.

Citations:

- Criterion #2: Grade 2, Introduce, TG p. 10.; Grade 2, Online Resources TG p. 3
- Criterion #3: Grade 4, Assess, TG p. 151.
- Criterion #4: Grade 3, Assessment, TG p. 140.
- Criterion #8: Grade 5, Research, TG p. 165; Grade 5, Summarize, TG p. 165; Grade 5, Digital, Assessment, Collaborative Discussion Rubric for ELD; Grade 5, Digital-Only, Assessments, Plains Indians Performance Guidelines and Rubric: First – Hand Account.

Criteria Category 4: Universal Access

Program materials effectively provided both universal and equitable access to high-quality curriculum and instruction for all student groups. It provided teachers with many options allowing for differentiation for EL students and students with special needs.

Citations:

- Criterion #5: Grade K–6 (all grades), TG pp. 32, 35; Grade 1, TG pp.157, 218–219.
- Criterion #8: Grade 3, TG pp. 50-51, 292 -293; all grades p. 33.
- Criterion #10: Grade 6, TG pp.10, 70, 73, 250, TG (all grades) p. 33.

Criteria Category 5: Instructional Planning and Support

The instructional materials contain a clear road map for teachers to follow when planning instruction and are designed to help teachers provide effective standards-based instruction and ensure opportunities for all students to learn the essential skills and knowledge specified in the standards.

Citations:

- Criterion #1: Grade 1, TG pp. 158-159; Grade 4, TG pp. 22-33, 236-237.

- Criterion #2: Grade 2, TG pp.17, 68, 72,180, 181, 208; Grade 5, TG pp. 38-39, 77,178,494-495, 461.
- Criterion #3: Grade 6, TG pp. 177,181,185, SE, Early Greeks, Digital-Only Critical Thinking Skill: Compare Primary and Secondary Sources; Grade 3, SE, Protecting Resources, Digital-Only, Reading Social Studies Skill: Compare and Contrast.
- Criterion #9: Grade 4, TG pp. 161,179.
- Criterion#13: Grade 5, TG pp. 80, 94,122.
- Criterion #16: Grade 4, TG p.82, SE, Spanish Exploration and Settlement, p. 18.
- Criterion #23: Grade 3, TG pp. 23, 278.

Edits and Corrections:

The Commission recommends the following edits if the program is adopted:

1. Grade 5, SE, Benjamin Franklin, p. 17, TG p. 417: substitute “supported” for “devised” in the following sentence: “He was a member of the Constitutional Convention, where he devised the Great Compromise...”
2. Grade 6, SE, Ancient India, p. 17, TG p. 277: Substitute the picture of Hanuman with one of Rama. Edit the text that begins “The Ramayana tells a story...to the following: “The Ramayana tells the story of how the good king Rama rescues his wife, Sita, from the evil demon Ravana.
3. Grade 6, COSC, SE, Ancient India Digital-Only Skill: :Think Like a Historian: (COSC 120-121) move to Archaeology (COSC 50-56).
4. Grade 1, COSC, p. 93 Digital Resources “Learn More”...American Families, replace “Amercian” with “American.”
5. Grade 1, COSC, p. 74, SE, Yesterday and Today, Digital-Only Skill: “Use a Time Line,” “Make a time line to show how you have changed since you were a baby.” Should read “Make a time line to show how you have changed since you were *younger*.”
6. Grade 2, Family Histories, p. 2 (add bolded): “The Wilson-Brand Family: Lara was just a baby when she left Brazil to be adopted by **her fathers**, Jake Wilson and Greg Brand. Lara loves skateboarding. Jake and Greg have learned to cook Brazilian food, but Lara’s favorite dish is spaghetti!”
7. Grade 2, Heroes, p. 12 (add bolded): “Meet an Explorer: Sally Ride: Sally Ride was the first American woman **and lesbian** to go into space. She did experiments in space. Ride also used a robot arm to pick up things in space. She later became a college professor.”
8. Grade 2, Heroes, p. 15 (add bolded): “Jane Addams: Jane Addams wanted to help immigrants, the people who came from other countries to live in the U.S. So she set up a place called Hull House in Chicago, Illinois **with her romantic partner, Ellen Starr**. At Hull House, immigrants could get help and learn more about American life.

9. Grade 4, Gold Rush p. 8: change text to read, "Parkhurst was born a female but lived as a man and drove a stagecoach for almost 30 years. Stagecoaches were a vital part of life in California....Sometimes Parkhurst would drive all night and through all sorts of weather. Parkhurst was known for courage and kindness. For example, Charley always carried candy for young passengers."
10. Grade 4, Mexican Settlement and Rule, p. 4 (add bolded): "But once California Indians were baptized, they were forced to abandon their customs and traditions, **such as "two spirit" traditions that were lost as new Anglo-American gender roles were imposed.**"
11. Grade 5, Revolutionary Women: Replace graphic on front page of section.
12. Grade 5, Revolutionary Women, Page 4: revise to read, "Women were not allowed to serve in George Washington's Continental Army. But evidence shows that at least four women became part of the fighting force. Boys as young as 14 joined the army. So a woman could wear loose clothing and serve in the army by passing as a young man. One woman from Maine joined up with her brother in 1775. She served until the war ended in 1781. In 1776, an unidentified Cherokee woman was found dead on a battlefield. She wore face paint like male warriors did, and she had a bow and arrows."
13. Address the issues raised in the public comment "9-25 Hindupedia (1)", pp. 31-51, table entries 1-16, 21-57.
14. All minor edits and corrections submitted by the publisher (files are stored on the CDE Box.com account within the folder entitled "9-21 HMH K-6").

Social Content Citations:

The Commission recommends that the following social content citations be addressed if the program is adopted.

1. A-1: Mesopotamia (cover) TE (29, 31, 33, 35, 37) caricature patronizes males & females by having one figure comment, "nice skirt." (Cartoon) on front page. Caption "women in trousers & men in skirts" patronize people & the "accepted" clothing people should wear. Remove all Edit.
2. G-1: Edit and remove: Mesopotamia (9), TE (45) cartoon shows priests where they look at a "disguised" sheep.
3. B-3: Mesopotamia (12-13) TE (48-49) art depiction with caption "so you want anchovies with that?" Depiction minimizes culture.
4. C-3: On p. 2, the photograph used to define "family" shows a multigenerational heteronormative family. No other images of other types of families are displayed.
5. B-1: Cartoon depictions of Asian-American children with eyes shaped differently from other children: pages 39, 41, 42, 44, 48, 51, 134, 154, 155, 157, 160, 163, 164, 186. (Remove above citations)
6. B-1: In several instances, cartoon images of apparently of apparently Asian children are given, differently shaped eyes than the cartoon images of other children: Change all depictions.
-Rules & Laws TE p. 20, SE p. 12 (boy writing)

- TE p. 25, SE p. 16 (girl)
- The American People TE p. 208, SE p. 4 (boy with hands in pockets)
- TE p. 220– 221, SE pp. 16–17 (from left, figures 1, 7, 8, 14)
- Holidays TE p. 150, SE p. 2 (boy jumping rope & flying a kite)
 - Weather TE p. 95 & 98, SE p. 3 & 6 (“Mia”)
- TE p. 100 SE p. 8
- TE p. 103 SE p. 11
- TE p. 104 SE p. 12
- TE p. 107 SE p. 15
- TE p. 109 SE p. 17
- Goods and Services TE p. 9, SE p. 3 (boy thinking about baseball)
7. A-3, A-6, A-9: Change p. 465 Cartoon caption should say “In the past” prior to “Men, women, and children...” Cartoon only depicts man and boy working with chicken, when all worked with animals. p. 557 Shopping caption: change mother’s chatted to “parents chatted.”
 8. B (various): SE/TE – Ancient India cover violates ethnic and cultural group education codes B.1. Adverse Reflection; B.2. Proportion of Portrayals; B.3. Customs and Lifestyles. SE – pp.10–11, TE pp. 270–271, picture needs to be replaced, it violates B.1. Adverse Reflection; B.2. Proportion of Portrayals; B.3. Customs and Lifestyles. TE – pp. 274–275, SE pp. 14–15 Caste System cartoon needs to be taken out. It violates, B.1. Adverse Reflection; B.2. Proportion of Portrayals; B.3. Customs and Lifestyles. Also, the “Oops!” I must be in the wrong class cartoon. TE – p.333, SE p. 17 take out cartoons of Chinese eating, it violates B.1. Adverse Reflection; B.2. Proportion of Portrayals. SE/TE front cover p. 1 take out the donkey cartoon, “Why the long face?” It violates B.2. Proportion of Portrayals.
 9. G-2: SE/TE pp. 138–139 Students are asked to make a totem pole, which is asking them to participate in a religious activity for the Northwest Coast Peoples.
 10. B-1: SE Cover/TE (141) Hebrew hero’s caricature demeans group. SE 9/TE (157) Caricature demeans Jewish Diaspora to hitchhiking. SE Cover/TE 197 Hippocrates Hippo caricatures demean Hippocrates, the Greek.
 11. B-1: K.5 p. 10 SE, p. 186 TG Remove cartoon that depicts Asian doctor with slanted eyes. Columbus Day – remove cartoon character of Chinese girl.
 12. G-1: Core Online Student Content (p. 119) Ancient India Topic 8 – Roots of Hinduism. Remove image – does not accurately portray content.
 13. B-1: Page 67: Cartoon with speech bubble “What band are you in?” is patronizing to Native Americans. Please remove it. Page 97: Cartoon is patronizing. Please remove it. Page 134: Cartoon is patronizing. Please remove it.
 14. B-1: Page 9: Cartoon on enslaved people. Change image of man so tongue is not sticking out.
 15. B-1: Page 40: Add the word “traditionally” prior to “men cleared.”
 16. C-3, B-1: Remove the graphics listed below: “A Family Tree” TE pages 18 and 19 C.3. (graphic), “A Playground of Nations” TE pages 18 and 19 B.1 girl with fan (graphic), “A Factory Tour” TE page 161 B.1 African American woman, “nacho cheese” (graphic).

- 17.C-3: On pages 220-221, there is no picture that clearly shows a family that is not heteronormative.
- 18.B-3: Please remove all cartoons/graphics listed below: SE Pre-Columbian people: pages 13, 14. TE page 42, 49, 50, 97 (remove cartoons). SE Mexican Settlements: page 5 cartoon.
- 19.B-1, B-3, B-5, G-1: Ancient Indian: Omit the following phrase on the front cover: SE “Were Unicorns Real?” and TE pages 253–261. SE “How’s your Karma Doing?” and TE pages 253–261. Remove picture of cows eating trash on SE page 13 and TE page 273. It violates B.3. and B.5. Remove cartoons of the caste system on SE pages 15 and TE page 275. Ancient India Magazine: SE pages 10-11 Peering into the Past: Remove picture. TE pages 270-271: Violates B.3. Indian Empires: Remove “Buddhists on a mission” cartoon on SE front cover and TE pages 281–289. It violates G.1. Remove picture of workers with monkeys on SE pages 4–5 and TE pages 292–293. It violates B.3.
- 20.D-1: In SE page 9 and TE page 45 delete cartoon.
- 21.B-2: White predominance throughout images: North America SE, p.2-11, 18; TE p.74. Location SE, p.2-18. Family Histories SE, p.2-18
- 22.A-2: Women depicted primarily as teachers and caregivers while males are depicted as providing rescue: Leaders and Government SE – p.2, 3, 4. COSC – p.36, 37, 38, 39. TE – p.92, 95, 96, 97, 100, 104, 105, 108, 111. Why People Work SE – p.2, 4, 8.
- 23.C-3: Proportion of portrayals. Family Histories SE – cover, p.3, 4, 5, 7, 10, 11, 13, 14, 16, 17. COSC – p.3, 4, 14. TE – p.12, 13, 15, 18, 19, 21, 22, 24, 25. America: Heritage & Culture SE – p.13, 19. Leaders and Govt SE – p. 2, 3. Why People Work SE – p.4, 14, 19. TE – p.129, 152, 162. Communities and Resourced SE – p.9. Heroes – p.19
- 24.B-1: Females of color portrayed as bullying white female student. Rules and Laws SE – p.19 (image).

If the program is adopted, the Commission recommends that the following publisher-submitted solutions be implemented (references are to publisher files posted at the CDE Box.com account within the folder entitled “9-21 HMH K-6”):

- From “Kindergarten Social Content Citations.pdf”: 5, 6, 14, 42;
- From “Grade 1 SocialContentCitations.pdf”: 8, 25-27, 30, 33, 34, 39, 42;
- From “Grade 2_SocialContentCitations.pdf”: 5, 24, 36, 38, 42;
- From “Gr 3 Social Content Citations.pdf”: 8, 16, 20, 42;
- From “Grade 4 SocialContentCitations.pdf”: 29, 42;
- From “Grade5_SocialContentCitations.pdf”: 9, 19, 23, 42;
- From “Grade6_SocialContentCitations.pdf”: 1-4, 10, 13, 15, 17, 18, 32, 35, 42.

Houghton Mifflin Harcourt Publishing Company, *Social Studies for California*, Grades Six through Eight

Program Summary:

Social Studies for California includes: Print and digital edition (SE); Print Teacher's Guide (TE)—in 2 volumes in Grade 6 (Volume 1: Modules 1–6, Volume 2: Modules 7–12); in 3 volumes in Grade 7 (Volume 1–5, Volume 2: Modules 6–10, Volume 3: Modules 11–15); in 4 volumes for Grade 8: (Volume 1: Modules 1–6, Volume 2: Modules 7–12, Volume 3: Modules 13–19, Volume 4: Modules 20–24); Digital Teacher's Guide; Guided Reading Workbook; English/Spanish Guided Reading Workbook; Document-Based Investigation Workbook; Online Resources: Vocabulary Network Worksheet, Pricing Guide, Collaborative Discussion Rubrics for ELD, Module and Lessons Assessments, Benchmark Assessments, Pre/Post Assessments, HMH Current Events (In page citations, CC indicates a California Connections feature, SOE indicates a Site of Encounter feature).

Recommendation:

Houghton Mifflin Harcourt's *Social Studies for California* is not recommended for grades six through eight because the instructional materials do not meet all of the criteria in Category 1.

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

The program does not meet all of the evaluation criteria in category 1, specifically criteria statements 3, 4, 10, and 14. The program has numerous errors that exceed the definition of “minimal in number” as specified in the *California Code of Regulations*, Title 5 (Education) (5 CCR), Section 9510(h). The program includes depictions of various religious groups that are not consistent with criteria statement 1.10. The program does not include sufficient examples of the contributions of lesbian, gay, bisexual, and transgender Americans to the development of California and the United States, as required by criteria statement 1.14. It is the judgement of the Instructional Quality Commission that correcting these issues would require “rewrites” to the program as defined in 5 CCR Section 9510(r), which are not permitted per 5 CCR Section 9524(a) (5).

Criteria Category 2: Program Organization

The organization and features of the instructional materials support instruction and learning of the standards.

Citations:

- Criterion # 3: Grade 6, TE, Volume 1, Language X-Ray, 137 ELD 5-1; Grade 7, TE, Volume 2, Vocabulary Network, 371 ELD 10-2.
- Criterion # 4: Grade 8, SE 224-228; Grade 6, TE Volume 1, 149.
- Criterion #6: Grade 6, TE, Volume 2, 243; Grade 7, TE, Volume 2, 333.
- Criterion #10: Grade 6, SE 42; Grade 7, TE, Volume 1, Vocabulary Network, 39 ELD 2-2._

Criteria Category 3: Assessment

The instructional materials provide teachers with assistance in using assessments for planning instruction and monitoring student progress toward mastering the content.

Citations:

- Criterion #5: Grade 7, SE, Pre-Test 170, Chapter/Lesson Assessment 174, Summative Module 6 Assessment, 242-243; Grade 8, SE, Pre-Test 302, Chapter/Lesson Assessment 305, Summative Module 9 Assessment 322-323.
- Criterion #7: Grade 7, Online Alternative Assessment Handbook, Analytical Rubrics 1-43; Grade 8, TE, Focus on Writing, 349a.
- Criterion #8: Grade 7, TE, Volume 2, Selective Response, 271b, Performance Based Task, 271a, Speech, 281; Grade 8, TE, Volume 2, Tiered Activity, 357, Research, Speech, Debate, 364-365.

Criteria Category 4: Universal Access

Program materials ensure universal and equitable access to high-quality curriculum and instruction for all students and provide teachers with suggestions for differentiation for students with special needs.

Citations:

- Criterion #1: Grade 6, Online: Complete audio of the student editions. Module 1: Uncovering the Past. Online: Closed captioning of the videos and interactive components. Multimedia Connections Module 7; Grade 8, Online: Complete audio of the student editions. Module 1: America, Africa, and Europe in 1500. Online: Closed captioning of the videos and interactive components. Multimedia Connections Module 1.
- Criterion #6: Grade 6, TE, Volume 1, Advanced/Gifted 43, TE, Volume 1, Advanced/Gifted 89; Grade 8, TE, Volume 1, 28b, TE, Volume 1, 39.
- Criterion #7: Grade 6, TE, Volume 1, 31, 84, 88; Grade 8, TE, Volume 1, 45b and 54.

Criteria Category 5: Instructional Planning and Support

The instructional materials contain a clear road map for teachers to follow when planning instruction and are designed to help teachers provide effective standards-based instruction and ensure opportunities for all students to learn the essential skills and knowledge specified in the standards.

Citations:

- Criterion #6: Grade 6, TE, Volume 1, CA 2-CA 15; Grade 7, TE, Volume 1, CA 2-CA 17; Grade 8, TE, Volume 1, CA 4-CA 25
- Criterion #9: Grade 6, TE, Volume 1, 11c; Grade 7, TE, Volume 1, 11c; Grade 8, TE, Volume 1, 11
- Criterion #16: Grade 6, 69b; Grade 8, 62, 65, 75

Edits and Corrections:

The Commission recommends the following edits if the program is adopted:

1. Grade 6, SE/TE: change all references to god/gods/goddesses to “Deities” capitalized” throughout.
2. Grade 6, SE/TE 165 CC06-2: “Sikhism blends teachings from Islam and Hinduism,” should be “Sikhism preached a path that was both independent from Hinduism and Islam.”
3. Grade 6, SE/TE 167: “Chandra Gupta I founds the Gupta Empire,” should be “Chandragupta Maurya.”
4. Grade 6, SE/TE 185: “His teachings blended ideas from Hinduism and Islam, but he preached a path that was independent from both,” should be “In reaction to ideas of Hinduism and Islam, he preached a path that was independent from both.”
5. Grade 7, SE/TE 87 CC03-2: “Many Jews did not convert to Christianity, and over time Judaism and Christianity split into two separate religions,” should be “Many Jews did not convert to Christianity. Over time, Judaism and Christianity split into two separate religions.”
6. Grade 7, SE/TE 97: “Some people began to call him Jesus Christ, from the Greek word for Messiah, Christos,” should be “Some people began to call him Jesus Christ, from the Greek word for Anointed One (Messiah), Christos.”
7. Grade 7, SE/TE 107: “One common symbols they used was a fish,” should be “One common symbol they used was a fish.”
8. Grade 7, SE/TE 107: “The fish became a Christian symbol because the Greek word for fish begins with the same letters as the Greek words for Jesus and Christ,” should be “The fish became a Christian symbol because the Greek word for fish is an acronym using the first letter for the Greek words for Jesus Christ Son of God, Savior.”
9. Grade 7, SE/TE 131: “Other women who wanted power and influence joined the most powerful of institutions, the Christian Church,” should be “Other women who

wanted power and influence joined the most powerful of institutions, the Christian Church (religious orders)."

10. Grade 7, SE/TE 158: "Acamedic Vocabulary": should be "Academic Vocabulary."
11. Grade 7, SE/TE 372: "About the Photo: In this photo, Sikhs share a meal sitting in a straight line with no one sitting behind or in front of someone else. This signifies a strong belief in social equality," should be "About the Photo: In this photo, Sikhs share a meal sitting on the ground together. This signifies a strong belief in social equality."
12. Grade 7, SE/TE 389: "Sikhism in India," should be "Sikhism in South Asia."
13. Grade 7, SE/TE 389: "It contains the actual words spoken by the Sikh gurus, which Sikhs believe to be the word of Wahegure, or God," should be "It contains the actual words spoken by the Sikh gurus, which Sikhs believe to be the word of Waheguru, or God."
14. Grade 7, SE/TE 389: "While Guru Nanak was raised Hindu, Sikhs do not consider their religion a branch of Hinduism, though some have argued otherwise," should be "While Guru Nanak was raised Hindu, Sikhs do not consider their religion a branch of Hinduism."
15. Grade 7, SE/TE 389: "Sikhs believe that each of these gurus was inhabited by a single spirit. Each time a guru died, this spirit or eternal Guru, transferred itself through reincarnation to the next human guru," should be "Sikhs believe that each of these gurus was inhabited by a single spirit. Each time a guru died, this spirit or eternal Guru, transferred to the next human guru."
16. Grade 7, SE/TE 390: "In this photo, a Sikh is wearing traditional dress and turban in a religious ceremony," should be "In this photo, a Sikh is wearing traditional dress and performing martial arts."
17. Grade 7, SE/TE 390: "Everyone must sit in a straight line. This practice came about as a protest against the caste system. Sitting in a straight line, with no person ahead or behind someone else, is a symbol of social equality," should be "Everyone must sit together on the ground, regardless of caste. This practice came about as a protest against the caste system. Sitting together on the ground is a symbol of social equality."
18. Grade 7, SE/TE 390: "However, some aspects of the caste system are still observed in two areas of Sikh society—marriage and some gurdwaras, or places of worship. Sikhs are expected to marry someone of their own caste. Some castes have also created gurdwaras for their caste only," should be "However, some aspects of the caste system are voluntarily observed in two areas of some Sikh societies—marriage and some gurdwaras, or places of worship. While not required, some Sikhs may choose to marry someone of their own caste. Some castes have also created gurdwaras."
19. Grade 7, SE/TE 390: "These articles include a turban, a sword, a metal bracelet, and a wooden comb," should be "These articles include uncut hair, a religious sword, a metal bracelet, and a wooden comb."
20. Grade 7, SE/TE 391: "The Mughals controlled much of what is now India," should be "The Mughals controlled much of what is now India, Pakistan, and Bangladesh."

21. Grade 7, SE/TE 391: “Kara: a metal bracelet, which represents strength,” should be “Kara, a metal bracelet which is worn on the hand, is a reminder to do good deeds in daily activities.”
22. Grade 7, SE/TE 406: “European Christians wanted to convert more people to their religion to counteract the spread of Islam in Europe, Africa and Asia,” should be “European Christians wanted to convert more people to their religion.”
23. Grade 8, SE/TE 372: “The U.S. government tried to avoid disputes by negotiating the Treaty of Fort Laramie, the first major treaty between the U.S. government and Plains Indians,” should be “The U.S. government tried to avoid disputes by imposing the Treaty of Fort Laramie, the first major treaty between the U.S. government and Plains Indians.”
24. Grade 8, SE/TE 372: “In 1868, under the Second Treaty of Laramie, the US government agreed to close the Bozeman Trail, abandon the forts, and provide reservations to the Sioux,” should be “In 1868, under the Second Treaty of Laramie, the US government agreed to close the Bozeman Trail, abandon the forts, and forced some of the Sioux onto reservations.”
25. Grade 8, SE/TE 373: “The U.S. government also negotiated for southern Plains Indians to move off their land,” should be “The U.S. government also required some of the southern Plains Indians to move off their land.”
26. Grade 8, SE/TE 375: “Many Sioux left the reservation in protest,” should be “Many Sioux families left the reservation in protest.”
27. Grade 8, SE/TE 375: “Later that year, the U.S. Army shot and killed about 150 Sioux near Wounded Knee Creek in South Dakota,” should be “Later that year, the U.S. Army shot and killed about 150 Sioux men, women, and children near Wounded Knee Creek in South Dakota.”
28. Grade 8, TE 277 CC8-2: “Explain that you as read aloud the content for that framing question, students should listen for the information they need to complete each sentence and write down their answers,” should be “Explain that as you read aloud the content for that framing question, students should listen for the information they need to complete each sentence and write down their answers.”
29. Module 11: Westward Expansion, California Connections 349 CC11-1: change “What was life like for pioneer women” to “What was frontier life like for people of diverse genders?” Change subsequent text to read, “Many women found more opportunities in the West than in the East, and skewed gender ratios provided many opportunities for men to live less conventional lives. Western territories passed more favorable divorce laws and allowed women to vote. They found jobs as teachers. In the Southwest, women had greater rights as landowners. Minority women found little equality in the West. Asian immigrant women could not own land or marry outside communities of their national origin. Some African Americans started small communities. Women there could work as teachers. In Module 11, you’ll learn more about gendered lives on the American frontier.”
30. California Connections 349 CC11–2 (add bold): The government next tried to eliminate Indian culture, **by altering Native American social systems, family diversity, and gender roles.**”

31. Main Module 11, p. 337: change text to read, “The U.S. government also sent many Native American children to boarding schools in an effort to “Americanize” them. These schools forced Native children to dress in European-style clothes, learn English, pushed into Anglo-American gender roles and expectations, and often spent part of the day farming or doing other work. They were discouraged from practicing their own culture, such as two-spirit traditions, or speaking their own language. Many were separated from their families for years at a time.”
32. All minor edits and corrections submitted by the publisher (files are stored on the Box.com account within the folder entitled “9-21 HMH 6-8”), with the exception of the deletion of two paragraphs in the grade six SE, page 84.

Social Content Citations:

The Commission recommends that the following social content citations be addressed if the program is adopted.

1. A-1: TG p. 379 states, “Many single women moved West. The Homestead Act granted land to unmarried women, which was unusual for the time.” The word “unusual” is patronizing and negative to women’s rights and right to separate property. More careful scholarly research, would prove this statement to be discriminatory and false. According to The Gilder Lehrman Institute of American History, article titled “The Legal Status of Women, 1776-1830” by Marylynn Salmon, “In every state, the legal status of free women depended upon marital status. Unmarried women, including widows, were called “femes soles,” or “women alone.” They had the legal right to live where they pleased and support themselves in any occupation that did not require a license or college degree restricted to males. Single women could enter into contracts, buy and sell real estate.” Furthermore, according to the Library of Congress - American Women - Law Library of Congress - Married Women’s Property Laws states that certain state constitutions such as New York (1848) and California (1849), maintained that real and personal property of a woman prior to marriage shall continue to be her sole and separate property.

Additionally, in an effort from the publisher to meet criteria for certain demographic groups, the publisher does not give equal treatment to different demographic groups of women, particularly Native American women vs. white women. Page 18 of the 8th grade Student Edition states, “In many North American groups, women owned property in their own right and hold considerable power. For example, Iroquois clan mothers appointed the chief.” If certain tribes of Native American women are praised as being independent property owners, then why can’t white women be praised positively? Instead of writing the word “unusual” write something to the effect of “political and economic advancement for women’s rights”

2. C-2: According to Social Content Standard C.2: “Whenever developments in history or current events, or achievements in art, science, or other fields, are presented, the contributions of persons of gay, lesbian, or bisexual orientation, or transgender persons, particularly prominent persons, should be included and discussed when it is historically accurate to do so.” The descriptions and depictions in the Grade 8 SE/TE do not specifically refer to the sexual orientation of historical actors of the LGBTQ community, whose orientation has been established through current historical research (and cited as satisfactory criterion for evaluation criteria 1.14), including but not limited to:

Grade 8, SE/TE 677: Jane Addams

Grade 8, SE/TE 515: Emily Dickenson

Grade 8, SE/TE 553-554; 560-564: James Buchanan

Grade 8, SE/TE 513-514: Ralph Waldo Emerson

Grade 8, SE/TE 515: Nathaniel Hawthorne

Grade 8, SE/TE 515: Walt Whitman

Grade 8, SE/TE 387 CC12-2: Charley Parkhurst

The absence of specific labels regarding sexual orientation creates an adverse reflection because the identity of these individuals is not honored and demeans their contributions to history. The depictions of these individuals do not specifically refer to achievements in art, science, or other fields as LGBTQ contributors.

McGraw-Hill School Education, *Impact: California Social Studies*, Kindergarten through Grade Five

Program Summary:

California Impact: Inquiry Journal (IJ), Research Companion (RC), Teacher Edition (TE), Explorer Magazine (EM), Explorer Magazine Teaching Guide (EMTG), Language Learners Teaching Guide (LLTG).

Recommendation:

California Impact is recommended for adoption because the instructional materials include content as specified in the *History–Social Science Content Standards for California Public Schools* and meet all the criteria in category 1 with strengths in categories 2–5.

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

The program supports instruction designed to ensure that students master all the *History–Social Science Content Standards* for the intended grade level(s) and meets all of the evaluation criteria in category 1.

Citations:

- Criterion #1: Grade 5, IJ 54-59, RC 58–67, LLTG 35–39
- Criterion #4: Grade K, RC 64–65; Grade 2, TE 152; Grade 4, RC 168; Grade 5, EM 54–55
- Criterion #7: Grade 2, RC 51,116,144, 204, 269; Grade 2, IJ 12, 20, 28, 66, 112, 128, 144, 240
- Criterion #18: Grade 2, RC 224–225; Grade 3, RC 158–159, 206–207; Grade 4, RC 214–219

Criteria Category 2: Program Organization

The organization and features of the instructional materials support instruction and learning of the standards.

Citations:

- Criterion #2: Grade K, TE xxiv-xxv; Grade 1, xxvi-xxvii; Grade 2, TE xxiv; Grade 3, TE xxiv-xxv; Grade 4, TE xxvii-xxxI; Grade 5, TE xxvii-xxxi
- Criterion #3: Grade 5, LLTG 4–9, IJ 6–9
- Criterion #7: Grade 4, RC 82, TE T184–T185

- Criterion #9: Grade 2, IJ 10–11
- Criterion #10: Grade 3, LLTG 54–55

Criteria Category 3: Assessment

The instructional materials provide teachers with assistance in using assessments for planning instruction and monitoring student process toward mastering the content.

Citations:

- Criterion #2: Grade 1, TE 224–225; Grade 4, TE 340–341, 418–419
- Criterion #3: Grade K, TE xxiv-xxv, RC 37I, IJ 34-35, RC 33-37 and 51; Grade 2, IJ 144–145, RC 122–219, TE 381; Grade 5, TE xxviii–xxix
- Criterion #5: Grade 3, RC 17 and 51, TE T40,T122, IJ 60,114
- Criterion #8: Grade 4, IJ 96–97, IJ 146–147, EM 63, 83; Grade 5, IJ 138–139
- Criterion #9: Grade 5, TE T90–T91, T254–T255

Criteria Category 4: Universal Access

Program materials ensure universal and equitable access to high-quality curriculum and instruction for all students and provide teachers with suggestions for differentiation for students with special needs.

Citations:

- Criterion #2: Grade 1, TE 163; Grade 3, TE 41; Grade 4, TE 441
- Criterion #7: Grade K, TE 105; Grade 2, TE 395; Grade 5, TE 229
- Criterion #8: Grade K, TE 183; Grade 3, TE 85; Grade 4, TE 299
- Criterion #9: Grade 1, LLTG 12–15; Grade 2, LLTG 45; Grade 4, LLTG 154–155

Criteria Category 5: Instructional Planning and Support

The instructional materials contain a clear road map for teachers to follow when planning instruction and are designed to help teachers provide effective standards-based instruction and ensure opportunities for all students to learn the essential skills and knowledge specified in the standards.

Citations:

- Criterion #1: Grade K–5, SE 2a-7a, TE xiv-xxvii
- Criterion #3: Grade 2, TE T4-T5, T14 I15, T34-T35; Grade 5, TE T4-T5, T12–T13, T32–T33

- Criterion #6: Grade 1, TE xvi-xxiii, LLTG LL10-LL11; Grade 3, TE xxii, LLTG-LL11
- Criterion #16: Grade K, TE vii-xi; Grade 4, TE vii-xiv
- Criterion #22: Grade 2, TE T102, T24, T440; Grade 5, TE T232, T344, T742

Edits and Corrections:

The following edits and corrections must be made as a condition of adoption:

1. Grade K, RC 3: License plate number needs to be blurred out.
2. Grade K, RC 57: "PDF Pass" Printed on photograph.
3. Grade K, RC 166: The First Thanksgiving should be The First Thanksgiving.
4. Grade 1, RC 9: Ellen De Generes, "a lesbian and a humanitarian", is a famous comedian. Add text in quotes.
5. Grade 1, RC 47: Incorrect spelling; top paragraph helped, 4th paragraph should be there.
6. Grade 1, RC 49: Incorrect spelling; third paragraph "sa" should be "sad".
7. Grade 1, RC 61: Photo of Central Valley at top isn't flat. Change the photo to match the text.
8. Grade 1, RC 79: Accuracy, not all of Northern California is cool and wet. Sacramento and Redding are hot, change to read "parts of" or "some" or "much of."
9. Grade 1, RC 120: Insert "grizzly" between many bears to read. "Many grizzly bears used to live in our state." Accuracy lots of bears still live in our state.
10. Grade 1, RC 212: Caption: Langston Hughes was a famous "gay" African American poet. Add word in quotes.
11. Grade 2, RC 24: "Lea likes to go to the beach with her dads". Replace text with quotes. Photo top right of page.
12. Grade 2, RC 30: Caption Israel is misspelled.
13. Grade 2, RC 30: Change to, In Israel, apples dipped in honey are a traditional dish at the Jewish New Year, Rosh Hashanah.
14. Grade 2, RC 56: "Some worked in mines. Others built railroads." move these sentences to the end of the first paragraph.
15. Grade 2, RC 291: Blur the Nike swoosh on the photo of the uniform.
16. Grade 2, RC 295: Caption on photo bottom right corner. Billie Jean King, "a bisexual," has also spoken out for gay rights. Add text in quotes.
17. Grade 2, RC 261: Nikki Giovanni is a "lesbian" poet. Add text in quotes.
18. Grade 2, RC 268: Caption on photo. Change: On June 18, 1983, she became the first "Lesbian American" woman to travel in space. Add text in quotes.
19. Grade 3, RC 125: "The word for saint is San or Santa." Not completely correct Santo should also be included. Santo is used for words that begin with "to" or "do" i.e. Santo Tomas or Santo Domingo.
20. Grade 3, RC 171: A few years later, she became the first "Lesbian" American woman to travel in space. Add text in quotes.

21. Grade 3, "more to investigate extended bibliography": Cleve Jones, "a gay man," is a gay rights activist. Add in quotes.
22. Grade 4, RC 42: Change to "collected mussels and caught fish."
23. Grade 4, EM 90: Car license plate needs to be blurred.
24. Grade 4, RC 91: Did not specify Franciscans as Spanish Missionaries
25. Grade 4, RC 98: Check numbers- "Mission Indians" or "Indians" in the entire state, need to clarify which population the publishers is referring to in the sentence.
26. Grade 4, IJ 172: The last sentence of the bottom paragraph should read "Stagecoach companies hired only men. Delete phrase "Parkhurst dressed as one to get the job" add, "What might be the reasons that Parkhurst lived for many years as a man?"
27. Grade 4, RC 218: Blur out phone number of business.
28. Grade 4, RC 240: Index problems, Index page numbers do not match (Pony Express, Harvey Milk, Chinese Exclusion Act, John Wayne e.g.)
29. Grade 4, TE 702: Background info. For the next five decades, the [Missing Word] served as a museum until completion.
30. Grade 5, RC 152: Skips a line spacing "than half of the population of the colony". Same mistake in TE page 319.
31. Grade 5, IJ 187: referred to Valley Forge Pennsylvania and then later referred to it in New York on page 204, please correct.
32. Grade 2, Chapter 5, Lesson 3, What Difference Have Scientists Made?, Scientists Help People, photo caption, p. 279: change to read, "Albert Einstein was a Jewish German immigrant."
33. Grade 2, Chapter 5, People Who Made a Difference, Lesson 3, What Difference Have Scientists Made?, Scientists Help People, Jonas Salk, p. 281, para. 2, l. 1, change to read, "Jonas Salk was a Jewish American scientist."
34. Grade 4, Chapter 6, Californians, Struggling and Working Together, Lesson 3, Who Worked for Change in California?, Gay Rights, p. 268, para. 1, l. 1, change to, "Harvey Milk was a Jewish American gay activist who was born in New York."
35. Grade 4, Chapter 7, California in the Modern Era, Lesson 1, How Have Californian Innovations Changed the World?, California's Companies, p. 287, para. 3, l. 1, change to, "Another innovator is Jewish Russian immigrant Sergey Brin, a founder of Google. Brin's family emigrated from Moscow when he was six to escape anti-Jewish discrimination."
36. Grade 4, Chapter 7, California in the Modern Era, Lesson 2, How Has California Inspired the Arts?, Film Studios and the Movie Industry, p. 292, para. 1, l. 3, change to, "In the mid-1920s, two young Jewish immigrants created a new film company. Those immigrants were Samuel Goldwyn from Poland and Louis B. Mayer from Russia."
37. Grade 4, Chapter 7, California in the Modern Era, Lesson 2, How Has California Inspired the Arts?, The Arts in California, p. 245, para. 1, lines 1-4, change to, "California is famous as one of the world's most important centers of arts and entertainment, especially movies and television. As movie makers like Jewish

Russian immigrant Louis B. Mayer might have said, entertainment has no state or national boundaries.”

38. Grade 5, Chapter 2, The Age of Exploration, Lesson 1, Why did the Spanish Explore the Americas? A Time of Change in Europe, p. 58, para. 1, l. 7, change to, “Some went as far away as areas in the Middle East considered the “Holy Land” by Jews, Christians, and Muslims.”
39. Grade 5, Chapter 3, A Changing Continent, Lesson 5, How Did Economics Impact People in the Southern Colonies?, Virginia and Maryland, p. 147, para. 3, l. 8, change to, “Fortunately, Maryland’s charter—The Maryland Toleration Act, passed in 1649—protected them. This protection did not extend to Jews or to all Christians, but it was a significant stepping stone toward religious freedom in the colonies.”
40. Grade 5, Chapter 5, The American Revolution, People You Should Know, Haym Salomon, p. 199, lines 1-2, change to, “Haym Salomon, a Jewish American businessman, was a strong supporter of the American Revolution.”
41. Grades 2-4, change all references to “huts” to “homes” in discussion of American Indian tribes.
42. Grade 4, Lesson 4, p. 41: change “any kind of long weeds” to “bulrush or cattails.”
43. Grade 2, Inquiry Journal, Chapter 1, Lesson 2, p. 17: add to text of poem, “Do our families look alike?/No. Some are very small./Some have one dad, some have two,/And some have none at all.”
44. Grade 5, Inquiry Journal, p. 138-147: add to Jamestown section, “It was also an all-male colony. Even after women began to arrive, the gender ratio remained skewed throughout most of the seventeenth century. This social structure posed significant challenges for a society that saw family as a main center of social order, economy, and survival.”

Social Content Citations:

The following social content citations must be addressed as a condition of adoption:

1. Grade K, RC 31 Supreme Court picture, update with current picture (A2, B2).
2. Grade K, RC 24: Banner with Oakley logo, blur logo (L1).
3. Grade K, RC 37: Blur the shoe logo (L1).
4. Grade K, RC 53-54: School Layout Map, Girls Bathroom/Boys Bathroom, add “All Gender Restroom” (C3).
5. Grade K, RC 73: Canada, Where do people live? people living in Igloos: India also people living on boats, perpetuating stereotypes (B3).
6. Grade 1 RC 187, Remove gender specific language regarding clothing (A1).
7. Grade 1, RC 57, Nike shoe blur logo (L1).
8. Grade 1, RC 187, Photo of boy in blue shirt and girl with pink shoes, change color of shirts and shoes (A1).
9. Grade 2, RC 251, Blur the Brita logo, Pepsi logo and Pūr logo (L1).
10. Grade 2, RC 102, People living in Igloos near the North Pole is not accurate (B1).

11. Grade 3, RC 192: Steam roller in photo has a brand name, blur name (L1).
12. Grade 3, RC 208: Good citizen- fundraising the shirt has a cross on the back, blur cross in photo (G3).
13. Grade 3, RC 82: Native people, Indians, labeled as “Digger Indians.” This is regarded as an ethnic slur (B1).
14. Grade 4, RC 78: Fieldtrip vessels; feminine pronoun is not accepted; in the narrative the vessel is a “she.” Don’t use a gendered pronoun and use gender neutral language. Use “it” not “she” (A8).
15. Grade 4, RC 117: Juana Briones, she raised 8 kids alone while running her own rancho. Take out references to children (A9).
16. Grade 4, RC 316: Clara Shortbridge Foltz, raised 5 kids. Take out references to children (A9).
17. Grade 4, WE 107: On the photo on this page, “Riding a Boat” blur the name of the ferry company “Catalina Express”. (ISBN: 978-0-07-899374-9)

Publisher-Submitted Errata

Grade	Component Name	Page Number	Location	Identified Errors/ Proposed Correction
K	Inquiry Journal ISBN: 9780078993978	xi	Table of Contents; right column; line 1-2	Correct typo: Change “Analyze the Source: Community Workers” to “Analyze the Source: Service Workers”
K	Research Companion ISBN: 9780078993640	14a	Using Globes; line 1; 2nd word	Correct grammar: Capitalize the “The earth is round.” Text should read: “The Earth is round.”
K	Research Companion ISBN: 9780078993640	203	Top of Page; line 1	Correct factual error: Change “There are 40,000 post offices in our country.” to “There are more than 30,000 post offices in our country.”
K	Research Companion ISBN: 9780078993640	R5	Top of Page; Section head	Correct punctuation: Delete symbol and replace with apostrophe after Presidents to read “Presidents’ Day”
K	Weekly Explorer Magazine ISBN: 9780078993794	56	Poetry Corner; I Work for You!; 1 st stanza	Correct punctuation: Line 1: Delete comma after “eyes” Line 2: Add “And” at beginning of the line and change comma after “ears” to a period Line 4: Change comma after “tears” to a period
K	Weekly Explorer Magazine ISBN: 9780078993794	56	Poetry Corner; I Work for You!; 2 nd stanza	Correct punctuation: Line 1: Change comma to a period after “heart”
K	Weekly Explorer Magazine ISBN: 9780078993794	57	Poetry Corner; I Work for You!; 3 rd stanza	Correct punctuation: Line 2: Add a period after “be” Line 4: Add a period after “key”
K	Weekly Explorer	57	Poetry Corner; I	Correct punctuation:

Grade	Component Name	Page Number	Location	Identified Errors/ Proposed Correction
	Magazine ISBN: 9780078993794		Work for You!; 4 th stanza	Line 1: Change comma to period after "write"
K	Teacher's Edition ISBN: 9780078993640	T82	Explore Main Topic and Key Details; 2 nd blue head Collaborate; Line 1 & 2 (Direction line and answer)	Correct instruction: Change direction line to read "Have children work with partners to tell the main topic and key details." Change answer to read "(Main topic: community; key details: fire station, library, grocery store.)"
K	Teacher's Edition ISBN: 9780078993640	T326	Analyze the Source; 2 nd orange head– 2 Find Evidence; 2 nd blue head–Look Again; 2nd bullet	Correct typo: Change question wording from "What did Betsy types of things did Betsy make?" to "What types of things did Betsy make?"
K	Teacher's Edition ISBN: 9780078993640	T516	Analyze the Source; 2 nd orange head - Find Evidence; 6th question	Correct factual error: Change answer to "(more than 30,000)"
K	Teacher's Edition ISBN: 9780078993640	T572– T579	Index	Correct all inaccurate page citations
K	Language Learners Teaching Guide ISBN: 978-0-07-899389-3	77	Chart at top of page; right-hand column titled "Homophone"; line 2	Correct typo: Change "their" to "there"
K	Language Learners Teaching Guide ISBN: 978-0-07-899389-3	91	Top right-hand of page; under the thumbnail image of the Research Companion	Correct typo: Change page reference from "Pages 178-181" to "Pages 176–181"
K	Language Learners Teaching Guide ISBN: 978-0-07-899389-3	93	Top of page; under Teach Academic Vocabulary; 3 rd column of the chart; line 1	Correct definition: Change the definition of "order" to read "the way events are organized"
K	Language Learners Teaching Guide ISBN: 978-0-07-899389-3	93	Top of page; under Teach Academic Vocabulary; paragraph under the chart; line 1	Correct typo: Underline the word "order"
K	Language Learners Teaching Guide	104	Under Teach Content Vocabulary; paragraph under the chart; line 4	Correct typo: Reverse the order of the words, "a" and "also". The sentence should read: "A computer is also a tool because it helps people do their job."
1	Inquiry Journal ISBN: 9780078993954	110	Side column; Inspect; 2 nd bullet; "•who made laws. for the people in the colonies."	Correct punctuation error. Delete extra period after "laws"

Grade	Component Name	Page Number	Location	Identified Errors/ Proposed Correction
1	Inquiry Journal ISBN: 9780078993954	132	Talk About It; line 2; “What kind of building to”	Correct typo. Change “to” to “do”
1	Research Companion ISBN: 9780078994067	9	Jonas Salk; 2 nd sentence; “In 1955, he created a vaccine for polio.”	Correct factual error. Delete the sentence and replace it with: “He invented a vaccine against polio. The U.S. government approved the vaccine in 1955.”
1	Research Companion ISBN: 9780078994067	110	Caption of the photo; 2 nd line; “amendment in 1964.”	Correct factual error. Change “1964” to “1967”
1	Research Companion ISBN: 9780078994067	110	Caption of the photo; last line; “when a vice- president might become president.”	Correct punctuation error. Delete the dash between vice and president “vice president”
1	Research Companion ISBN: 9780078994067	115	2 nd paragraph; last line; “in more than 200 pieces.”	Correct factual error. Change “pieces” to “boxes”
1	Research Companion ISBN: 9780078994067	224	Caption for image of Sequoyah; “Sequoyah lived from 1770 to 1843.”	Correct factual error. Change date of birth from “1770” to “1776”
1	Research Companion ISBN: 9780078994067	235	Did You Know?; 2 nd line; “religions and speak at least 360 languages!”	Correct factual error. Change the number of languages from “360” to “350”
1	Research Companion ISBN: 9780078994067	221	Tribe on map; Southern portion of CA; “FERANDEÑO”	Correct spelling error. Change “FERANDEÑO” to “FERNANDEÑO”
1	Research Companion ISBN: 9780078994067	238	Image caption; “Dancers wear colorful costumes at a powwow.”	Correct factual error. Change “costumes” to “regalia”
1	Weekly Explorer Magazine ISBN: 9780078993770	44	Image caption; bottom left panel; “In 1923, the ...”	Correct factual error. Change the date from “1923” to “1908”
1	Weekly Explorer Magazine ISBN: 9780078993770	44	Image caption; top right panel; “In 1997, riders ...”	Correct factual error. Change the date from “1997” to “1994”
1	Teacher’s Edition ISBN:	xxvi	Chart; Chapter 2 column; 2 nd row;	Correct the chapter title. Delete word “Exploring”

Grade	Component Name	Page Number	Location	Identified Errors/ Proposed Correction
	9780078993633		"Exploring Our Community"	
1	Teacher's Edition ISBN: 9780078993633	xxvi	Chart; Chapter 3 column, 2 nd row; "Celebrating Our Country"	Correct the chapter title. Change "Our Country" to "America"
1	Teacher's Edition ISBN: 9780078993633	xxvi	Chart; Chapter 3 column; 3 rd row; Essential Question; "How Do We Show Love and Respect for Our Country?"	Correct the Essential Question. Change to "How Do We Celebrate Our Country?"
1	Teacher's Edition ISBN: 9780078993633	xxvii	Chart; Chapter 4 column, 2 nd row; "Now and Long Ago"	Correct the chapter title. Change to "Past and Present"
1	Teacher's Edition ISBN: 9780078993633	xxvii	Chart; Chapter 5 column, 2 nd row; "Our Country with Many People"	Correct the chapter title. Change to "People of America"
1	Teacher's Edition ISBN: 9780078993633	xxvii	Chart; Chapter 5 column; 3 rd row; Essential Question; "Why Is It Important to Understand Different Cultures?"	Correct the Essential Question. Change to "How Do Many Different People Make One Nation?"
1	Teacher's Edition ISBN: 9780078993633	T186	Analyze the Source; Find Evidence; Relate; pink text in parentheses	Correct the answer. Change "California" to "on the west coast, south of Oregon"
1	Teacher's Edition ISBN: 9780078993633	T278	Collaborative Conversations box; last sentence of paragraph	Correct typo. Change "Mode" to "Model"
1	Teacher's Edition ISBN: 9780078993633	T326	Analyze the Source; Make Connections; line 3	Correct grammatical error. Change "has names" to "lists the names"
1	Teacher's Edition ISBN: 9780078993633	T326	Analyze the Source; Make Connections; line 3; end of sentence	Correct grammatical error. Change "on the wall" to "in the war"
1	Teacher's Edition ISBN: 9780078993633	T341	Bibliography; Explore People, Places, and Events; 2 nd bullet	Correct the title. After the word "Throat" add ": History's Strangest Cures"
1	Teacher's Edition ISBN: 9780078993633	T387	Chart, 1 st column; last row: Speaking and Listening	Correct reference. Delete standards listed and replace with "SL.1.1; SL1.3"
1	Teacher's Edition ISBN: 9780078993633	T585	Bibliography; Explore People, Places, and Events; 3 rd bullet; author	Correct spelling error. Change "Ziesert" to "Ziefert"

Grade	Component Name	Page Number	Location	Identified Errors/ Proposed Correction
			name	
1	Teacher's Edition ISBN: 9780078993633	T585	Bibliography; Explore People, Places, and Events; 5 th bullet; publisher name	Correct publisher name. After "Schuster" and before the comma, insert "Books for Young Readers"
1	Teacher's Edition ISBN: 9780078993633	T585	Bibliography; Explore People, Places, and Events; 8 th bullet; publisher information	Correct factual error. Change publisher information to "Atheneum, 1990"
1	Teacher's Edition ISBN: 9780078993633	T671	Background Information; Veterans Day; line 8	Correct factual error. Change date "May 24" to "June 1"
1	Teacher's Edition ISBN: 9780078993633	T671	Background Information; Thanksgiving	Correct text. Replace paragraph after the red run-in head "Thanksgiving" with: "In 1620, the Pilgrims sailed from Europe to North America and became the first English settlers in what is now the state of Massachusetts. Once there, the Pilgrims encountered the Wampanoag people. In October of 1621, the Pilgrims and Wampanoag people held a three- day feast, sharing food such as deer, duck, goose, and wild turkey. This celebration is commonly referred to as the first Thanksgiving. In 1863, President Abraham Lincoln signed a bill that established Thanksgiving as an official holiday."
1	Language Learners Teaching Guide ISBN: 978-0-07- 899388-6	3	Connect Through Literature; Sentence preceding the list of words in bold face	Correct reference. Change the word "poem" to "fable"
1	Language Learners Teaching Guide ISBN: 978-0-07- 899388-6	20	Yellow box; 3 rd column; Language Objectives; 2 nd bullet	Correct the objective. Delete text and replace with "Understand the prepositions <i>from</i> and <i>to</i> ."
1	Weekly Explorer Magazine Teaching Guide ISBN: 9780078993718	T26	Background Information; last sentence	Factual correction. Delete sentence and replace with: "ShakeAlert is a system being developed on the West Coast to predict earthquakes, which will help keep people safe."
1	Weekly Explorer Magazine Teaching Guide ISBN: 9780078993718	T44	1 Inspect; 1 st bullet	Correct factual error. Change date "1923" to "1908"

Grade	Component Name	Page Number	Location	Identified Errors/ Proposed Correction
1	Weekly Explorer Magazine Teaching Guide ISBN: 9780078993718	T45	Explore the Infographic; 4 th bullet	Correct factual error. Change date “1997” to “1994”
1	Weekly Explorer Magazine Teaching Guide ISBN: 9780078993718	T45	Major column; 3 Make Connections, 2 nd bullet	Correct capitalization error. Change “System” to “system”
2	Inquiry Journal ISBN: 9780078993947	35	Graphic Organizer; middle column; 2 nd row; 3 rd line	Correct punctuation; Insert comma after the word “free”
2	Inquiry Journal ISBN: 9780078993947	48	Side column; 1 Inspect; 1 st bullet; 3 rd line	Correct grammar; Change “Wright Brothers” to “Wright brothers”
2	Inquiry Journal ISBN: 9780078993947	48	Side column; 1 Inspect; 3 rd bullet; 3 rd line	Correct grammar; Change “Wright Brothers” to “Wright brothers”
2	Inquiry Journal ISBN: 9780078993947	48	Text under blue heading-First in Flight; 2 nd paragraph; 4 th line	Correct grammar; Change “They” to “The brothers”
2	Inquiry Journal ISBN: 9780078993947	48	Text under blue heading-First in Flight; 2 nd paragraph; 8 th line	Correct grammar; Insert missing word; Change “...humans had flown an airplane” to “...humans had successfully flown an airplane.”
2	Inquiry Journal ISBN: 9780078993947	117	Top of page; above the 3 pictures	Insert missing title: “Bread: From Me to You”
2	Inquiry Journal ISBN: 9780078993947	235	Bottom of page; caption under photo	Correct factual error; Change the word “during” to “after”
2	Inquiry Journal ISBN: 9780078993947	259	Middle of page; Speaker 2 dialogue; 6 th line	Correct date. Change “1938” to “1939”
2	Research Companion ISBN: 9780078994036	R28–R35	Index	Correct all inaccurate page citations
2	Research Companion ISBN: 9780078994036	3	Past and Present; caption below photo of stethoscope	Correct grammar; Change “hearts” to “heart”
2	Research Companion ISBN: 9780078994036	118	1 st paragraph; 3 rd line	Correct factual error; Change “Grasses dot the plains.” to “Grasses cover the valleys.”
2	Research Companion ISBN:	118	1 st paragraph; 3 rd line	Correct factual error; Change word “The plains, desert, and...” to “The valleys, deserts, and ...”

Grade	Component Name	Page Number	Location	Identified Errors/ Proposed Correction
	9780078994036			
2	Research Companion ISBN: 9780078994036	158	2 nd paragraph; 2 nd line	Correct grammar; Change "Others make services." to "Other provide services."
2	Research Companion ISBN: 9780078994036	250	Under the blue <i>Helping Others</i> head; 9 th line	Correct date. Change "In 1882," to "In 1881,"
2	Research Companion ISBN: 9780078994036	251	1 st paragraph; 3 rd line	Correct fact. Change "187 other countries..." to "about 190 other countries..."
2	Research Companion ISBN: 9780078994036	251	1 st paragraph; 8 th line	Correct grammar; Change: "They even teach people health and safety tips to be prepared to help in an emergency." to "The Red Cross even teaches people health and safety tips to help them prepare for emergencies."
2	Research Companion ISBN: 9780078994036	267	1 st paragraph; 1 st line	Correct grammar. Change "Florence Nightingale was a nurse over..." to "Florence Nightingale was a nurse more than..."
2	Research Companion ISBN: 9780078994036	267	1 st paragraph; 3 rd line	Correct fact. Change "...during a war in Italy." to "...during a war in Turkey."
2	Research Companion ISBN: 9780078994036	292	Under the blue <i>Jean Driscoll</i> head; 2 nd paragraph; 2 nd line	Correct grammar; Change "...disease in her spine." to "...disease of the spine."
2	Research Companion ISBN: 9780078994036	292	Under the blue <i>Jean Driscoll</i> head; 3 rd paragraph; 4 th line	Correct grammar; Change "She played basketball and ran track there." to "She played basketball and joined the track team."
2	Research Companion ISBN: 9780078994036	292	Under the blue <i>Jean Driscoll</i> head; 3 rd paragraph; 3 rd sentence	Change "Coaches asked her to come to the University of Illinois." to "Coaches at the University of Illinois asked her to come to their school."
2	Weekly Explorer Magazine ISBN: 9780078993763	9	1 st Paragraph; 2 nd line	Correct factual error; Change "teenagers leave the lagoons, then" to "other adults leave the lagoons,"
2	Weekly Explorer Magazine ISBN: 9780078993763	9	2 nd Paragraph 2 (white text); 3 rd line	Correct grammar; Change "spy-hopping" to "spyhopping" (remove hyphen)
2	Weekly Explorer Magazine ISBN: 9780078993763	28	Middle of the page; Text to the left of Underground Home photo; 2 nd line	Correct factual error; Change "above 130" to "above 100"

Grade	Component Name	Page Number	Location	Identified Errors/ Proposed Correction
2	Weekly Explorer Magazine ISBN: 9780078993763	28	Middle of the page; Text to the left of Underground Home photo; 7 th line	Correct grammar; Change “because it’s cooler.” to “because the temperature is cooler.”
2	Weekly Explorer Magazine ISBN: 9780078993763	63	Top right panel; caption text above the picture	Correct factual error; Change “About 400 Code Talkers are sent to the Pacific.” to “About 400 Code Talkers send codes during the war.”
2	Teacher’s Edition ISBN: 9780078993626	T657- T664	Index	Correct all inaccurate page citations
2	Teacher’s Edition ISBN: 9780078993626	viii	Chapter 2 Table of Contents; Lesson 1; Inquiry Tool	Change “Explore Main Idea and Key Ideas” to “Explore Main Idea and Key Details”
2	Teacher’s Edition ISBN: 9780078993626	viii	Chapter 2 Table of Contents; Lessons 2 and 4; Inquiry Tool	Change “Explore Key Ideas” to “Explore Key Details”
2	Teacher’s Edition ISBN: 9780078993626	viii	Chapter 2 Table of Contents; Lesson 3, Inquiry Tool	Change “Explore Key Ideas” to “Explore Cause and Effect”
2	Teacher’s Edition ISBN: 9780078993626	xi	Chapter 5 Table of Contents; Light blue banner near the top of the page	Correct Essential Question; Change “How Can a Person Make a Difference in the Lives of Others?” to “How Can People Make a Difference in Our World?”
2	Teacher’s Edition ISBN: 9780078993626	xi	Top left side; under read Chapter Planning head; 7 th entry; Connect Through Literature	Correct Title; Change “Big Ed Pulaski: Wildland Firefighting Legend” to “Big Ed” Pulaski: Wildland Firefighting Legend
2	Teacher’s Edition ISBN: 9780078993626	T161	Bottom of the page; English Learners Scaffolds box; Last column titled Bridging; 4 th line	Correct grammar; Change “ model how to build on other’s responses ” to “ model how to build on others’ responses”
2	Teacher’s Edition ISBN: 9780078993626	T238	Top of page; Background Information box; 2 nd entry – Jean-Michel Cousteau	Correct misspelling; Change “Jean-Michel Cousteau founded the Ocean Future Society,” to “Jean-Michel Cousteau founded the Ocean Futures Society,”
2	Teacher’s Edition ISBN: 9780078993626	T257	Bottom of the page; English Learners Scaffolds box; 1 st column titled Emerging; 7 th line	Correct typo; Delete period in middle of sentence. Add period to the after the word “apart”; Change “to break the word.apart” to “break the word apart.”
2	Teacher’s Edition ISBN: 9780078993626	T432	Top blue heading	Correct Heading; Change “Analyze the Biography” to “Analyze the Source”
2	Teacher’s Edition ISBN: 9780078993626	T642	Left side column, CCSS Standards, 1 st standard in list	Correct Standard citation; Delete the G5 standard CCSS.ELA.RL.5.5
2	Teacher’s Edition	T642	Left side column,	Correct Standard citation; Replace G5

Grade	Component Name	Page Number	Location	Identified Errors/ Proposed Correction
	ISBN: 9780078993626		CCSS Standards, 2 nd standard in list	standard with this G2 standard: Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. CCSS.ELA.RF. 2.4b
2	Teacher's Edition ISBN: 9780078993626	T642	Left side column, CCSS Standards, 3 rd standard in list	Correct Standard citation; Replace G5 standard with this G2 standard: Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue. CCSS.ELA.SL.2.3
2	Language Learners Teaching Guide ISBN: 9780078993855	18	Middle of the page; Under the Unpack the Text blue head; 1 st line	Correct instruction; Change "write the following sentences on the board and read it aloud." to "Write the following sentence on the board and read it aloud."
2	Language Learners Teaching Guide ISBN: 9780078993855	18	Middle of the page; Under the Unpack the Text blue head; Lines 4, 6, and 8	Correct grammar; Replace comma with colon after "Say" 3 times
2	Language Learners Teaching Guide ISBN: 9780078993855	18	Middle of the page; Under the Unpack the Text blue head; 4 th line	Correct grammar; Change " <i>happened and a cause it why it happened.</i> " to " <i>happened and a cause is why it happened.</i> "
2	Language Learners Teaching Guide ISBN: 9780078993855	18	Bottom of page; Productive activity; 2 nd line	Correct question; Change "rewrite the sentence using <i>because</i> ." to "answer the question."
2	Language Learners Teaching Guide ISBN: 9780078993855	20	Top of the page; Yellow area; under Content Objectives	Correct objective; Change "Explain what it was like to immigrate to the United States." to "Explain what it was like to move to the United States."
2	Language Learners Teaching Guide ISBN: 9780078993855	33	Middle of the page; Report Your Findings; Write About It; EMERGING	Correct typo; Replace "w" before the first write-on line with "a". Should read: "I read that a _____ is used for _____."
3	Inquiry Journal ISBN: 9780078993930	17	Main column; Caption under photo	Correct number. Change "761,268" to "748,346"
3	Inquiry Journal ISBN: 9780078993930	31	Caption at top of photo; line 2	Correct grammar. Change "is good" to "are good"
3	Inquiry Journal ISBN: 9780078993930	38	Lesson Outcomes; What Am I Learning?; end of 2 nd line	Correct grammar. Transpose word order of "also will" to "will also"

Grade	Component Name	Page Number	Location	Identified Errors/ Proposed Correction
3	Research Companion ISBN: 9780078994029	66	Photo Caption	Mislabeled picture. Change to "A Chumash Indian Home"
3	Inquiry Journal ISBN: 9780078993930	163	Main column; Paragraph 1; line 3; first word	Correct grammar. Change "cars" to singular "car"
3	Inquiry Journal ISBN: 9780078993930	217	Investigate!; 1 st Line; page reference	Correct page reference. Change "204-213" to "206-215"
3	Research Companion ISBN: 9780078994029	5	Bottom right; caption under photo; 3 rd line	Correct page reference. Change number "6" to "8"
3	Research Companion ISBN: 9780078994029	18	1 st Paragraph; middle of 2 nd line	Correct fact. Change number "40" to "50"
3	Research Companion ISBN: 9780078994029	56	1 st bulleted paragraph; line 3	Correct fact. Change word "weather" to "climate"
3	Research Companion ISBN: 9780078994029	98	1 st Paragraph; 6 th line; after the word "Larger"	Correct fact. Change word "beads" to "shells". Sentence will read "Larger shells were worth more than small shells."
3	Research Companion ISBN: 9780078994029	130	3 rd Paragraph; 2nd sentence; 2nd line	Correct fact. Change "In the early 1900s," to "By 1900,"
3	Research Companion ISBN: 9780078994029	130	3 rd Paragraph; 2nd sentence; 3rd line	Correct fact. Change "steam and electricity" to "steam, electric, and gasoline engines"
3	Research Companion ISBN: 9780078994029	136	1 st Paragraph; 3rd line	Correct fact. Change word "weather" to "climate"
3	Research Companion ISBN: 9780078994029	145	Stop and Check; 2nd line	Correct grammar. Change word "take" to "make"
3	Research Companion ISBN: 9780078994029	149	Primary Source; caption text	Correct caption. Change to "Photograph of street in Santa Clara, about 1909."
3	Research Companion ISBN: 9780078994029	248	Bottom right; Caption for photo	Correct caption. Change "Using a pickaxe to look for gold" to "A pickaxe is used to look for gold."
3	Research	R28-R37	Research	Correct all inaccurate page citations.

Grade	Component Name	Page Number	Location	Identified Errors/ Proposed Correction
	Companion ISBN: 9780078994029		Companion Index	
3	Weekly Explorer Magazine ISBN: 9780078993756	4	2 nd Paragraph; 4 th line	Correct typo. Insert hyphen between “2- inch” and “long”; should be “2-inch-long”
3	Weekly Explorer Magazine ISBN: 9780078993756	4	3 rd Paragraph; 2 nd line	Correct fact. Insert word “last” before “century”
3	Weekly Explorer Magazine ISBN: 9780078993756	26	3 rd Paragraph; 2 nd line	Correct fact. Change “on the last weekend” to “on a weekend”
3	Teacher's Edition ISBN: 9780078993619	T34	Main column; 1 Inspect; 2 nd bullet; pink text in parentheses	Correct fact. Change number “28” to “9”
3	Teacher's Edition ISBN: 9780078993619	T150	Main column; 1 Inspect; 2 nd line	Correct typo. Change “with similar names” to “that lived along the coast”
3	Teacher's Edition ISBN: 9780078993619	T157	1 st Photo Caption	Correct fact. Change “hut” to “Home”
3	Teacher's Edition ISBN: 9780078993619	T249	First PP; 6 th Line in upper left inset of text	Correct fact. Change from “larger beads” to “Larger shells”
3	Teacher's Edition ISBN: 9780078993619	T438	Main Column; Analyze the Source; Find Evidence; 2 nd Identify question; 1 st line	Correct fact. Change word “executive” to “legislative”
3	Teacher's Edition ISBN: 9780078993619	T567	Main column; Make Connections; Connect to ELA; Writing; 3 rd line	Correct standard. Change Standards reference from “W.3.1” to “W.3.2”
3	Teacher's Edition ISBN: 9780078993619	T568	Sidebar; HSS Standards; 3 rd standard	Correct standard. Change standard reference number from “HAS.HI.1” to “HAS.HI.2”
3	Teacher's Edition ISBN: 9780078993619	T661- T670	Teacher's Edition Index	Correct all inaccurate page citations.
3	Language Learners Teaching Guide ISBN: 9780078993848	12	Teach Academic Vocabulary; chart, Definition column; first row (definition for “cliff”)	Correct fact. Change “rocks” to “land”
3	Language Learners Teaching Guide	23	Compound Words; first row of word list below paragraph;	Correct fact. Change “surefooted” to “eyelid”

Grade	Component Name	Page Number	Location	Identified Errors/ Proposed Correction
	ISBN: 9780078993848		3 rd word in top row	
3	Language Learners Teaching Guide ISBN: 9780078993848	40	Modifying the Land; Collaborate activity	Correct fact. Replace text with: "Have students work in groups of three or four to find the word <i>but</i> in the literature selection at the beginning of the chapter."
3	Language Learners Teaching Guide ISBN: 9780078993848	115	Report Your Findings; Talk About It; 2 nd line	Correct spelling. Change "choose" to "chose"
3	Weekly Explorer Magazine Teaching Guide	T38	1 Inspect; 1 st bullet; 2 nd line; pink text	Correct grammar. Insert "to" between "land" and "dry out"; should be "...causes land to dry out..."
3	Weekly Explorer Magazine Teaching Guide	T68	Background Information; 5 th line	Correct grammar. Insert "a" between "of" and "mobile"; should be "...of a mobile refrigeration unit..."
4	Inquiry Journal ISBN: 9780078993909	37	Talk About It; Compare; 2 nd sentence, 6 th word	Correct typo; Delete "the"
4	Inquiry Journal ISBN: 9780078993909	80	Talk About It box; 3 rd line	Correct fact; change "(men in black)" to "(men on horses)"
4	Inquiry Journal ISBN: 9780078993909	188	Chart; Major California Droughts; Chart; row 7	Correct Date; Change: "1912-1916" to "1912-1913"
4	Research Companion ISBN: 9780078994012	pp. R22-R35	Index	Correct page references throughout index
4	Research Companion ISBN: 9780078994012	41	"A Chumash House" numbered labels; #4, "Fire", 2 nd line	Correct fact. Change "hut" to "house."
4	Research Companion ISBN: 9780078994012	72	Left column; Juan Bautista de Anza biography; white text in purple bar	Correct Spelling; Change: "Batista" to "Bautista"; Add "u" between "a" and "t"
4	Research Companion ISBN: 9780078994012	72	Left column; Juan Bautista de Anza biography; Paragraph 1, 9 th line	Correct Spacing; Add space between "a" and "dangerous."
4	Research Companion ISBN: 9780078994012	91	Timeline header	Correct Spelling; Change "Timeline" to "Time Line"
4	Research Companion ISBN: 9780078994012	91	Caption under image	Correct number; Change: "1,500" to "1,000"

Grade	Component Name	Page Number	Location	Identified Errors/ Proposed Correction
4	Research Companion ISBN: 9780078994012	100	Presidios; Paragraph 1, line 5	Correct Grammar; Insert "possible" before "attacks"
4	Research Companion ISBN: 9780078994012	117	Left column; Juana Briones biography; line 12	Correct date; Change "1879" to "1889"
4	Research Companion ISBN: 9780078994012	117	Right column; Johann Augustus Sutter biography; line 9	Correct Grammar; Insert "a" after "became" and before "state"
4	Research Companion ISBN: 9780078994012	164	Biography; dates under Mariano Guadalupe Vallejo	Correct date; Change "1808" to "1807"
4	Research Companion ISBN: 9780078994012	164	Biography; Mariano Guadalupe Vallejo; 1 st paragraph; 4 th line	Correct date; Change "1808" to "1807"
4	Research Companion ISBN: 9780078994012	164	Biography; Mariano Guadalupe Vallejo; 1 st paragraph; 8 th line	Correct date. Change "1838" to "1836"
4	Research Companion ISBN: 9780078994012	164	Biography; Mariano Guadalupe Vallejo; 4 th paragraph; 3rd line	Correct Grammar; Capitalize "constitutional convention" in last sentence
4	Research Companion ISBN: 9780078994012	262	Higher Education; Paragraph 2; line 12	Correct number. Change "nearly 240,000" to "more than 270,000."
4	Research Companion ISBN: 9780078994012	333	Sutter's Fort section; 1st line	Change the first sentence "In 1841, Johann "John" Sutter built a fort..." Should read: In 1839, Johann "John" Sutter began building a fort..."
4	Weekly Explorer Magazine ISBN: 9780078993749	21	Pedro: The Angel of Olvera Street; Introduction; 2nd line	Correct fact. Insert text. Add "and Mexican" between "Spanish" and "heritage"
4	Teacher's Edition ISBN: 9780076771219	pp.T764-T784	Index	Correct page references throughout index
4	Teacher's Edition ISBN: 9780076771219	T26	Analyze the Source; Make Connections; 4th word	Correct grammar. Delete extra "are" between "maps" and "an"
4	Teacher's Edition ISBN: 9780076771219	T126	Map Skills; 1 st bullet	Correct typo. Change "Northwest" to "Northeast"
4	Teacher's Edition ISBN:	T126	Map Skills; 2nd bullet	Correct typo. Change "Northeast" to "Northwest"

Grade	Component Name	Page Number	Location	Identified Errors/ Proposed Correction
	9780076771219			
4	Teacher's Edition ISBN: 9780076771219	T170	Background Information; 3rd line; 11th word	Correct typo. Delete "s" at end of "Americans"
4	Teacher's Edition ISBN: 9780076771219	T704	Background Information; 3 rd Line	Correct number. Replace "600" with "29,000"
4	Teacher's Edition ISBN: 9780076771219	T704	Stop and Check; 4 th line	Correct Grammar. Add "with" between "touch" and "his".
4	Language Learner Teaching Guide ISBN: 978-0-07-899383-1	52	Unpack the Text; line 6	Correct Typo. Add accent mark over final "a" in "Portolá"
4	Language Learner Teaching Guide ISBN: 978-0-07-899383-1	52	Unpack the Text; line 8	Correct Typo. Add accent mark over final "a" in "Portolá"
4	Language Learner Teaching Guide ISBN: 978-0-07-899383-1	52	Modal Verb <i>Would</i> ; line 4	Correct page number. Change "82" to "84"
4	Language Learner Teaching Guide ISBN: 978-0-07-899383-1	52	Modal Verb <i>Would</i> ; line 5	Correct page number. Change "80" to "82"
4	Language Learner Teaching Guide ISBN: 978-0-07-899383-1	57	Top right side column	Correct page range. Change "pages 90-93" to "pages 90-97"
4	Language Learner Teaching Guide ISBN: 978-0-07-899383-1	57	Teach Academic Vocabulary; Chart, 2 nd entry	Correct word list. Remove the word "thrive" from chart.
4	Language Learner Teaching Guide ISBN: 978-0-07-899383-1	57	Right-hand column; Academic Vocabulary List in red font; 2 nd entry	Correct word list. Remove "thrive"
4	Language Learner Teaching Guide ISBN: 978-0-07-899383-1	57	Collaborate; line 2	Correct page numbers. Replace "88–90" with "90–97"
4	Language Learner Teaching	163	Teach Academic Vocabulary; Chart;	Correct typo. Replace "adjective" with "noun"

Grade	Component Name	Page Number	Location	Identified Errors/ Proposed Correction
	Guide ISBN: 978-0-07-899383-1		4th entry; Part of Speech	
4	Language Learner Teaching Guide ISBN: 978-0-07-899383-1	175	Right-hand column; Academic Vocabulary list in red font; 3rd entry	Correct word list. Replace "figure out" with "role".
4	Weekly Explorer Magazine Teaching Guide ISBN: 9780078993688	T32	Background Information, line 2-3	Correct fact. Change 2 nd sentence to read: "In the mid-1800s, several hundred land grants were awarded."
4	Weekly Explorer Magazine Teaching Guide ISBN: 9780078993688	T55	Word Blast; 2 nd question	Correct text to match student prompt. Change question from "If a miner brought gold to be exchanged at the store, what might he get in return?" To "If a miner exchanged gold at a store, what might he get? (Items might include paper money, food, tools, and clothes.)"
4	Weekly Explorer Magazine Teaching Guide ISBN: 9780078993688	T55	Word Blast; 3 rd question	Correct text to match student prompt. Change the question from "Name the product John Studebaker produced and tell how it changed his life. (His product was wheelbarrows. He made enough money to go home and build a huge wagon business.)" to "What product did John Studebaker produce? (His product was wheelbarrows.)"
4	Weekly Explorer Magazine Teaching Guide ISBN: 9780078993688	T55	Word Blast; 4 th question	Correct text to match student prompt. Change the question from "What tool do you think a prospector might have valued the most? Why?" to "What tool might a prospector have valued most? Why? (Students should list a tool and explain its importance.)"
5	Inquiry Journal ISBN: 9780078993657	106	Lesson Outcomes; What Am I Learning; second line	Correct fact. Delete "English" from "English Middle Colonies"
5	Inquiry Journal ISBN: 9780078993657	204	Narrator; 1 st line	Correct date. Change "1789" to "1778"
5	Inquiry Journal ISBN: 9780078993657	290	1 st paragraph; 1 st line	Correct fact. Change "the Battle at San Jacinto" to "the Battle of San Jacinto"
5	Inquiry Journal ISBN: 9780078993657	290	2 nd paragraph; 4 th line	Correct grammar. Capitalize "President" (s/b "former President Andrew Jackson")
5	Research	22	Green Map Skills	Correct spelling. Change "Athabaskan"

Grade	Component Name	Page Number	Location	Identified Errors/ Proposed Correction
	Companion ISBN: 9780078993985		section; 2 nd line	to "Athabaskan"
5	Research Companion ISBN: 9780078993985	47	Map title	Correct date. Change "1500" to "1600"
5	Research Companion ISBN: 9780078993985	55	"Think About It" box; 1 st question; 1 st line	Correct grammar. Insert "to" between "Dominic" and "travel"
5	Research Companion ISBN: 9780078993985	104	"Then and Now" box; 4 th line	Correct fact. Change "A graduate student" to "An archaeologist".
5	Research Companion ISBN: 9780078993985	112	1 st paragraph; 2 nd line	Correct fact. Change "western United States." to "western parts of North America."
5	Research Companion ISBN: 9780078993985	122	2 nd paragraph; 2 nd line	Correct fact. Change "called itself" to "later became known as"
5	Research Companion ISBN: 9780078993985	152	3 rd paragraph; 9 th line	Correct fact. Change "state to state" to "colony to colony".
5	Research Companion ISBN: 9780078993985	155	3 rd paragraph; 1 st line	Correct fact. Change "In the third stage," to "In the Americas"
5	Research Companion ISBN: 9780078993985	173	2 nd paragraph; 1 st line	Correct spelling. Change "Louisburg" to Louisbourg"
5	Research Companion ISBN: 9780078993985	201	Time Line at top of page; "May 1775" entry	Correct fact. Add "Second" before "Continental Congress"
5	Research Companion ISBN: 9780078993985	201	Time Line title at top of page	Correct spelling. Change "Timeline" to "Time Line"
5	Research Companion ISBN:	240	2 nd paragraph; 3 rd line	Correct date. Change "1871" to "1781"

Grade	Component Name	Page Number	Location	Identified Errors/ Proposed Correction
	9780078993985			
5	Research Companion ISBN: 9780078993985	R28-R39	Research Companion Index	Correct all inaccurate page citations.
5	Weekly Explorer Magazine ISBN: 9780078993732	11	caption under photo	Mislabeled picture. Change caption to: "Mohawk parents share their important traditions with their children."
5	Weekly Explorer Magazine ISBN: 9780078993732	31	caption under photo	Mislabeled picture. Change caption to: The kitchen from George Washington's home at Mount Vernon has features that were typical in colonial times.
5	Weekly Explorer Magazine ISBN: 9780078993732	62	3 rd paragraph, 5 th line	Correct fact. Insert "Culper" before "Spy Ring"
5	Teacher's Edition ISBN: 9780078993107	T108	Under blue <i>Build Citizenship</i> head; 1 st and 2 nd questions	Correct fact. Change "Iroquois Council" to "Iroquois Confederacy"
5	Teacher's Edition ISBN: 9780078993107	T108	Under blue <i>Build Citizenship</i> head; 3 rd question	Correct grammar. Change "Do you think the Iroquois Confederacy had more similarities or more differences with our government?" to "Do you think the Iroquois Confederacy and our government had more similarities or more differences?"
5	Teacher's Edition ISBN: 9780078993107	T308	Under orange <i>Investigate!</i> head; Take Notes section; 2 nd line	Correct fact. Change "states" to "colonies"
5	Teacher's Edition ISBN: 9780078993107	T600	Background Information section; 4 th line	Correct grammar. Change "27 total amendments" to "a total of 27 amendments"
5	Teacher's Edition ISBN: 9780078993107	T600	Background Information section; 5 th line	Correct grammar. Change "some" to "two"
5	Teacher's Edition ISBN: 9780078993107	T600	Background Information; 7 th line	Correct fact. Change "outlaw multi-millionaires by having" to "have"
5	Teacher's Edition ISBN: 9780078993107	T600	Under blue <i>Then and Now</i> head; Explain; pink text	Correct fact. Change "and voting rights for all Americans" to "and protect the voting rights of American citizens"
5	Teacher's Edition ISBN: 9780078993107	T779-T793	Teacher's Edition Index	Correct all inaccurate page citations.
5	Language Learners Teaching Guide ISBN: 9780078993800	40	In chart at bottom of page; left-hand column, under <i>Primary Source Text</i> ; 1 st line	Correct text. Change "in which they took great pleasure" to "in which they took much pleasure"

Grade	Component Name	Page Number	Location	Identified Errors/ Proposed Correction
5	Language Learners Teaching Guide ISBN: 9780078993800	52	In chart at bottom of page; left-hand column, under <i>Literary English</i> ; 2 nd row.	Correct text. Change "on the point of entrance" to "on the point at the entrance"
5	Language Learners Teaching Guide ISBN: 9780078993800	174	5 th paragraph, 3 rd line (under the first "Productive" icon head)	Correct fact. Change "Pioneers" to "Immigrants"
5	Weekly Explorer Magazine Teaching Guide ISBN: 9780078993671	T3	Under blue <i>Analyze the Visuals</i> head; bulleted section; pink text; 2 nd line of pink text	Correct answer. Change "such as tree bark, plants such as reeds," to "such as bones, reeds, and stones"
5	Weekly Explorer Magazine Teaching Guide ISBN: 9780078993671	T24	Under orange 1 <i>Inspect</i> head; 1 st bullet; pink text	Correct answer. Pink text should read: "an English sailor; the first English sailor to circumnavigate the globe"
5	Weekly Explorer Magazine Teaching Guide ISBN: 9780078993671	T56	Correct fact. Under orange 3 <i>Make Connections</i> head; 1 st bullet; 1 st line	Delete "in the United States" to read: "How are the three examples of boycotting similar and different?"

McGraw-Hill School Education, *Impact: California Social Studies*, Grades Six through Eight

Program Summary:

California Impact includes: Student Edition (SE), Inquiry Journal (IJ), Teacher Edition (TE), Chapter Tests and Lesson Quizzes (CTLQ), McGraw-Hill Education Online edition of the program (Online), Chapter (Chp), Question (Q), Page number/page numbers in printed materials (p./pp.).

Recommendation:

California Impact is recommended for adoption because the instructional materials include content as specified in the *History–Social Science Content Standards for California Public Schools* and meet all the criteria in category 1 with strengths in categories 2–5.

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

The program supports instruction designed to ensure that students master all the *History–Social Science Content Standards* for the intended grade levels and meet all of the evaluation criteria in category 1.

Citations:

- Criterion #1: Grade 6, available online only, *Online: Ch. 7: Ancient India>Lesson1>Ancient Indian Society>Guiding Question>How Was Society in Ancient India Organized?> Ancient Indian Society*, TE/SE 67–69, IJ 42–43, TE/SE 118, IJ 72–73, TE/SE 258–259; Grade 7, available online only, *Online: Resources>Additional Course Content>Chart: Causes of the Expansion of Rome*; TE/SE 9–10, 16, IJ 4; TE/SE 61–62, 66, IJ 38–39; Grade 8, TE/SE 184–188, 202–209, 348–350, 392–393, 447–453, IJ 354–357
- Criterion #7: Grade 6, SE 12, 255, 303, TE 234, TE 63E; Grade 7, SE 102–103, 258, TE 12, 53E, IJ 180, 258; Grade 8, SE 195–199, 206–209, TE 197, 199–200, IJ 96–97
- Criterion 13: Grade 6, IJ 34–35, 158–159, TE 12, 143, 281; Grade 7, IJ 68–69, 90–91, TE 21, 69, 131, 139; Grade 8, IJ 66–67, TE 497, 499, 576

Criteria Category 2: Program Organization

The organization and features of the instructional materials support instruction and learning of the standards.

Citations:

- Criterion #2: Grade 6, TE T52–53; Grade 7, TE T56–57; Grade 8, TE T28–29
- Criterion #2: Grade 6, TE 35A; Grade 7, TE 175A; Grade 8, Planner, TE 425A
- Criterion #7: Grade 6, SE 485–492; Grade 7, SE 465–472; Grade 8, SE 754–760
- Criterion #13: Grade 6, TE T5–11; Grade 7, TE T5–11; Grade 8, TE T5–15
- Criterion #13: Grade 6, SE xiii; TE T14–15; Grade 7, SE xii; TE T14; Grade 8, SE xv, TE T17

Criteria Category 3: Assessment

The instructional materials provide teachers with assistance in using assessments for planning instruction and monitoring student process toward mastering the content.

Citations:

- Criterion #4: Grade 6, CTLQ. 29–34; Grade 7, CTLQ 77–82; Grade 8, available online only, *Online: Tests & Quizzes>My Test Library>My Tests>Grade 8 Course-Level Tests>First Semester U.S. History Test*
- Criterion #5: Grade 6, CTLQ 1–4; Grade 7, SE 50–52; Grade 8, available online only Summative, *Online: Tests & Quizzes> My Test Library>My Tests>Grade 8 Course-Level Tests>Second Semester U.S. History Test*
- Criterion #7: Rubrics available online only, Grade 6, *Online: Chp 1: Early Humans and the Agricultural Revolution>CHAPTER ACTIVITIES, PROJECTS, AND WORKSHEETS>Inquiry-Based Learning>Inquiry Journal: Visual Essay Rubric*; Grade 7, *Online: Chp 1: Rome and the Rise of Christianity>CHAPTER ACTIVITIES, PROJECTS, AND WORKSHEETS>Inquiry-Based Learning>Inquiry Journal: Historical Play Rubric*; Grade 8, *Online: Chp 2: Colonial America>CHAPTER ACTIVITIES, PROJECTS, AND WORKSHEETS>Inquiry-Based Learning>Inquiry Journal: Essay Rubric*
- Criterion #8: Grade 6, TE/SE 29; Grade 7, TE/SE 17; Grade 8, TE/SE 173

Criteria Category 4: Universal Access

Program materials ensure universal and equitable access to high-quality curriculum and instruction for all students and provide teachers with suggestions for differentiation for students with special needs.

Citations:

- Criterion #2: Grade 6, TE 63K; Grade 7, TE 117I–J; Grade 8, TE 89K–L

- Criterion #5: Grade 6, TE 76, 136; Grade 7, TE 35, 105; Grade 8, TE 464–466
- Criterion #6: Grade 6, TE 35H, 63C, 63J; Grade 7, TE 6–7, 53K; Grade 8, TE T79, 161

Criteria Category 5: Instructional Planning and Support

The instructional materials do contain a clear road map for teachers to follow when planning instruction and are designed to help teachers provide effective standards-based instruction and ensure opportunities for all students to learn the essential skills and knowledge specified in the standards.

Citations:

- Criterion #2: Grade 6, TE/SE 92; Grade 7 TE 155; Grade 8, TE/SE 96–97
- Criterion #4: Grade 6, TE 35D–E, 155D–E; Grade 7, TE 53D–E; Grade 8, TE 175D–E; Grade 8, TE 45D–E, 361D–E
- Criterion #9: Grade 6, TE 63D–J; Grade 7, TE 117D–E; Grade 8, TE 259D–H

Edits and Corrections:

The following edits and corrections must be made as a condition of adoption:

Grade 6

1. Please add dates of original sources throughout the text (dates of twentieth-century reproductions in captions do not count) wherever possible throughout Grades 6 and 7 course materials. Examples from the student editions include “Story Begins” (SE 168, Grade 6; SE 231, Grade 7), “Points of View” (SE 226–227, Grade 6; SE 426, Grade 7), “Analyzing Sources” (SE 280–281, Grade 6; SE 354–355, Grade 7), and throughout the text (SE 183, 336, Grade 6; SE 70, 192–193, Grade 7). (Grade 7 IJ 212 provides a good example of the problem: Raimond de Cornet lived almost two hundred years before Luther.)
2. SE/TE HT 5: Delete last seven words, an accidental inclusion: “age of exploration and trade in 1700.”
3. SE/TE 44: “What does topic does” Analyzing Key Ideas and Details Q2. Delete first “does.”
4. SE/TE 54: “peoplecalled” in Paragraph One. Add space
5. SE/TE 137: Background: “...author describes of various...” Delete “of”
6. SE/TE 143: Marginal comment is unclear: first sentence mentions Alexander’s Greek Empire, but the second sentence mentions another first-century empire. It’s unclear which empire the second sentence refers to, but it certainly isn’t Alexander’s. If it is meant to be Alexander’s then change 1st to 3rd century.
7. SE/TE 158, Sidebar: “...discoveries at of Grove Circle.” Delete “of”.

8. SE/TE 166, cap.: Add “or affirmation”: “When people today take the American oath **or affirmation** of citizenship, a new life of rights and responsibilities begins.”
9. SE/TE 166: Delete first sentence. Many California citizens (like the woman in the image), let alone US citizens, weren’t “born here.” The sentence could be corrected, but it would be a fairly lengthy diversion from the topic at hand.
10. SE/TE 166: Missing adjective in paragraph 4: “In **early** Greece, wars were fought...” This is necessary in order to make the rest of the paragraph make sense.
11. SE/TE 182: Page 181 gets the story right, but “Making Connections” on p. 182 needs to be changed. “He is thought to have run from **Marathon to** Athens.” Delete “to Sparta.”
12. SE/TE 205: “shaped” in “Why Does it Matter to Me?” Delete “d” from “shaped” so text reads, “shape.”
13. SE/TE 211: In paragraph 3, either Helen’s abduction nor the Trojan Horse are actually in the Iliad. Therefore, “In the Iliad, According to Greek legends, a prince of Troy falls in love...” Delete “In the Iliad”.
14. SE/TE 262: In paragraph 1, “Shiva the God the Destroyer, and Sarasvati the Goddess of learning.” Framework I.873. Delete “the Destroyer” and replace with “who transforms it”.
15. SE/TE 263: In paragraph 1, “kama, or pleasure, and...” Framework I.884. Replace “pleasure” with “love”.
16. SE/TE 270: Penultimate paragraph directly repetitive of the previous paragraph. Delete.
17. SE/TE 270, 271, 273: Change Chandra Gupta to Chandragupta (for father and son). Also on IJ 176.
18. SE/TE 293: Typo? “For example, the ideograper ph that stands for ‘forest’ ...” Paragraph 3.
19. SE/TE 304: 2.000 miles should be rendered as 2,000 miles (in quote)
20. SE/TE 321, 352: The location of Ostia, especially on p. 321, is incorrect on the map(s). The dot needs to be placed on the Mediterranean – that would be the only reason why Ostia would be on these maps.
21. SE/TE 325: “This meant that his description of events focused on morality and the personality traits of important Romans rather than politics.” Biography of Livy. Change “rather than” to “in addition to”.
22. SE/TE 328: “Integrating Visual Information” has an incorrect word that needs that to be replaced: “What does the painting reveal about Roman soldiers?” This needs to be changed on TE 328 as well. This is important to relate to IJ 252. Change “painting” to “mosaic”.
23. SE/TE 333: The “Citizenship” marginalia propagates many outdated myths about the Twelve Tables. It needs to be toned down: “Having a set of codified, or written laws ensured that Roman citizens from all backgrounds were treated fairly. The United States Constitution is much like the Twelve Tables. The Constitution outlines laws that all Americans must follow. It also guarantees and protects certain rights of all Americans, thus ensuring that everyone is treated equally under the law.” Revise to read, “Having a set of codified, or written laws

advanced the notion that Roman citizens from all backgrounds should be treated fairly. Similarly, the United States Constitution is much like the Twelve Tables. The Constitution outlines laws that all Americans must follow. It also guarantees and protects certain rights of all Americans, again advancing the notion that everyone is treated equally under the law.

24. SE/TE 345: To reconcile the “Biographies” with the text about Antony and Cleopatra, add the following to the last sentence of the Cleopatra biography: “she then took her own life to avoid capture.”
25. SE/TE 349: “...the laws were applied to everyone.” Paragraph 3. Replace “everyone” with “nearly all non-slaves”.
26. SE/TE 352: “All citizens were treated equally under Roman laws.” Women were not (see SE/TE 364-65). Paragraph 3. Add “male” before “citizens.”
27. SE/TE 365: “Then he would put on a white toga...” Paragraph 2. Non-citizens couldn’t wear togas, and colors were reserved for citizens based on status. Change to, “Then, if he was a citizen, he would put on a toga.”
28. SE/TE 374: We believe this is the first instance where CE is dropped from dates in Chapter 10, but then CE reappears a bit later in Chapter 10 and then all throughout Chapter 11. The same passages in the Grade 7 book has the CE (SE/TE 12). For consistency, I’d recommend that all dates in the Grade 6 book have BCE or CE.
29. SE/TE 375: “Many, however, were fleeing from the Huns, a fierce group of warriors from Mongolia in Central Asia.” Paragraph 1. Their origin is disputed – safer to go with Central Asia. Delete “Mongolia in”.
30. SE/TE 378: “**Many** Western Europe’s new Germanic rulers adopted the Latin language...” Paragraph 1.
31. SE/TE 378: “Like the Romans, Building on Roman concepts, we believe that everyone is equal under the law.” Paragraph 3. Delete “like the Romans”.
32. TE 378: R1 Reading Skills “(Everyone is equal under the law;...” Everyone (non-citizens, women) were not equal under the law in Rome. Change “Everyone is equal” to “Equality”.
33. SE/TE 383: “It was located on a peninsula between the Black Sea and the Aegean Sea.” Paragraph 4. The maps RA 13, RA 15, RA 20, and RA 22 all show the Sea of Marmara. Replace “Aegean Sea” with “Sea of Marmara, which connects to the Aegean Sea.”
34. SE/TE 397: Change timeline: “c.597 C.E. Monks bring Christianity to Britain” IJ 32 also makes it clear that at the very least Patrick, a Christian, was in Britain before 597. The map on SE/TE 34 of Grade 8 also makes this clear. Replace “Britain” with “the Anglo-Saxons of Britain”.
35. SE/TE 406: “However, they also believed in the Christian Trinity,” Paragraph 4. Some large Christian denominations do not believe in the Trinity. TE406 needs changing too. Replace “they” with “many Christians”.
36. SE/TE 413: “As in the early days of Christianity, the Roman Church is still led by a pope today.” “Making Connections to Today” Delete “As in the early days of Christianity”.

37. SE/TE 421: "In Britain, the Anglo-Saxons pushed aside the Celts (KEHLTS), the people already living there. Some Celts fled to remote mountainous areas of Britain, **and some of these had accepted the Christian faith**. Others crossed the sea to Ireland..." Paragraph 3. (The map on SE/TE 34 of Grade 8 also makes this clear.) TE421 response to "How did Christianity finally reach Britain" needs to be updated accordingly.
38. SE/TE 428: Change Tenochtitlan to Tenochtitlán, as it appears on the map, etc. This is correct in 7th grade SE/TE 252. "Geographic Reasoning" #1. Also TE answers.
39. TE 441: The Digital Teaching Option recommendation on Machu Picchu is incorrect. This video isn't included in the 6th grade Digital Teaching Options (it appears, correctly, in the 7th grade). Perhaps TE441 was supposed to refer to the Palenque video?
40. SE/TE 447: Similarly, change Chichen Itza, Yucatan to Chichén Itzá, Yucatán. Caption.
41. SE/TE 454: Delete "Early" in map title – The spread of Christianity in the Western Hemisphere is not the same as the spread of Buddhism to China or the Jewish diaspora.
42. SE/TE 442: "The Maya settled in an area that at first seemed like a bad idea." Replace "that at first seemed like a bad idea" with "with many geographic challenges."
43. SE/TE 471: "This Pawnee is wearing traditional dress..." Replace "traditional" with "ceremonial".
44. SE/TE 473: In the Obama quote, the date of MLK Jr. dedication should be 2011 not 2001. Caption.
45. SE/TE 475: Change: "These events only made the rest of the nation sympathetic to Dr. King's cause." Replace "the rest of" with "many across."
46. SE/TE/IJ: The big red quotation marks are used inconsistently throughout. For example, on IJ114, but throughout (for block quotes in textbook,
47. IJ 176: Ashoka Gupta should be Ashoka Maurya.
48. IJ 82–83: "Change: "God's Message to Joshua and the Israelites Isaiah's Message to the Israelites to Help the Hungry and the Poor...From the Hebrew Bible, Isaiah 58:1–14" – the current heading is a duplicate heading from a previous page.
49. IJ 210: The image is stretched out of its original proportion quite badly:
<http://c8.alamy.com/comp/B21CGN/etruscan-etruria-tomb-painting-7th-century-bc-t-italy-civilization-B21CGN.jpg>
50. IJ 234: Repetitive instructions ("write a letter").
51. WE 47: "If a person is born in the Unites States, he or she is a citizen" to "A citizen is a person born in the United States or naturalized." This was a problem in SE/TE as well.
52. CT/LQ 92: Q9: the textbook doesn't refer to Brahmanism as a religion, and public commentators wouldn't like to see it referred to one here.
53. CT/LQ 96: Q6: same comment.

54. SE/TE p. 134: Asserts that "Today, Sikhism is the world's fifth-largest religion," but page 353 contradicts it and states that "Today, Sikhism is the world's ninth largest religion." This should be corrected so that both sentences correctly state that Sikhism is the world's fifth-largest religion.
55. SE/TE page 248: delete "The arrival of the Aryans brought great changes in India, including social system and beliefs that would become Hinduism."
56. SE/TE page 253: ""We know about the Indus culture from studying the ruins of two major cities, Mohenjo-Daro (mohen-HEHN-joh DAHR-oh) and Harappa (huh-RA-puh). Mohenjo-Daro was discovered in the 1920s by archeologists." Replace with, "We know about the Indus culture from studying the ruins of hundreds of sites excavated along the banks of the rivers Indus and Saraswati. Important among them are the two major cities, Mohenjo-Daro (mohen-HEHN-joh DAHR-oh) and Harappa (huh-RA-puh) which were the first to be excavated in the 1920s by archeologists."
57. SE/TE page 255: "Historians have found many clay seals, stamps, statues, and figurines in Harappa. Some of these show features that are all present in modern Indian religions, such as male and female figures that resemble different deities, as well as small clay figures in traditional greeting poses." Replace with, "Historians have found many clay seals, stamps, statues, and figurines in Harappa. Some of these show features that are all present in Hinduism today, such as male and female figures in meditative pose that resemble different deities, as well as small clay figures in traditional greeting poses - 'Namaste'."
58. SE/TE page 258: "Not all religious teachers or sages were Brahmins." Change to, "Some religious teachers or sages, such as Vyasa and Valmiki, were not born Brahmins."
59. SE/TE page 259, delete "In India's leading families, a boy had a guru (GUR•oo), or teacher, until he attended school in the city."
60. SE/TE page 265, delete "Many people accepted the Buddha's message especially Untouchables and Indians in the lower jati. For the first time, these groups heard that they, too, could reach enlightenment."
61. SE/TE page 269, "After a particularly bloody battle, Ashoka no longer wished to fight. The loss of life before his eyes changed the way he viewed the world. The emperor of mighty Mauryan Empire converted to Buddhism, that greatly affected how he ruled ancient India. Ashoka committed his life to spreading the teachings of the Buddha to his people." Replace with, "After a particularly bloody battle, Ashoka no longer wished to fight. It is believed that the loss of life before his eyes changed the way he viewed the world. The emperor of mighty Mauryan Empire, who had embraced Buddhism a few years before the war, now committed his life to spreading the teachings of the Buddha to his people."
62. SE/TE page 272, "Ashoka's able leadership helped the Mauryan Empire prosper. India's good roads helped it become center of a large trade network the stretched to the Mediterranean Sea." Change to, "The able leadership of Ashoka and other Maurya rulers helped the Mauryan Empire prosper. India's good roads helped it become center of a large trade network the stretched to the Mediterranean Sea."

63. SE/TE page 273, “Gupta rulers practiced the Hindu religion as did many of their subjects. They donated money to support Hindu scholars and build Hindu temples.” Change to, “Gupta rulers practiced the Hindu religion as did many of their subjects. They donated money to support Hindu and Buddhist scholars and build Hindu temples and Buddhist Viharas.”
64. SE/TE page 275, “Some writings about mathematics from the Gupta dynasty have survived. The math formulas were changed into poems called sudras.” Correct spelling of “sutras.”
65. SE/TE page 280, “The Laws of Manu, a part of the Vedas”. Remove “a part of the Vedas.”
66. SE/TE page 264, add a reference that meditation originated in Hinduism.

Grade 7

67. Please add dates of original sources throughout the text (dates of twentieth-century reproductions in captions do not count) wherever possible throughout Grades 6 and 7 course materials. Examples from the student editions include “Story Begins” (SE 168, Grade 6; SE 231, Grade 7), “Points of View” (SE 226–227, Grade 6; SE 426, Grade 7), “Analyzing Sources” (SE 280–281, Grade 6; SE 354–355, Grade 7), and throughout the text (SE 183, 336, Grade 6; SE 70, 192–193, Grade 7). (Grade 7 IJ 212 provides a good example of the problem: Raimond de Cornet lived almost two hundred years before Luther.)
68. SE/TE: Throughout texts, capitalize all “God,” “Gods,” “Goddess,” “Goddesses,” “Deity,” and “Deities.” Examples include, but are not limited to, 160, 161, 170.
69. TE: Throughout, “21st Century Skills” should be “21st-Century Skills”
70. SE/TE HT5: The last sentence on the page suggests that the book will cover all history up to 1700 – it seems to be missing a phrase such as “you will study history **from** ... to the end of the age of exploration...”
71. SE/TE 7: Change timeline: “c.597 C.E. Monks bring Christianity to Britain.” The above map makes this clear. Replace “Britain” with “the Anglo-Saxons of Britain”.
72. SE/TE 13: “Many, however, were fleeing from the Huns, a fierce group of warriors from Mongolia in Central Asia.” Their origin is disputed – safer to go with Central Asia. Delete “Mongolia in”.
73. SE/TE 15: “Like the Romans, we believe that everyone is equal under the law.” Replace “Like the Romans” with “Building on Roman concepts”.
74. SE/TE 15: Add “**Some of** Western Europe’s new Germanic rulers adopted the Latin language...”
75. SE/TE 17: Review and Activities #1 relates to material found in Lesson 2, not Lesson 1.
76. SE/TE 19: “Located on a peninsula between the Black Sea and the Aegean Sea ...” The maps RA 13, RA 15, RA 20, and RA 22 all show the Sea of Marmara. Replace “Aegean Sea” with “Sea of Marmara, which connects to the Aegean Sea”.

77. SE/TE 33: "However, they also believed in the Christian Trinity..." Some large Christian denominations do not believe in the Trinity. TE 33 needs changing too. Replace "they" with "many Christians".
78. SE/TE 40: "Latin-speaking Christians in the western part of the empire... Greek-speaking Christians in the eastern part of the empire, however, would not..." Non-Latin speaking peoples also accepted the pope as head, as did many non-Greek speaking people deny that authority. It doesn't make sense to use language as the dividing line in this paragraph. Change "Latin speaking" and "Greek speaking" to "Many".
79. SE/TE 43: Merge two sentences to make it clear that the pope believed that he was the successor and first bishop of Rome, rather than simply that Peter was the first bishop of Rome (a debated issue): "He believed he was a successor, or person who follows another person, to Peter, disciple of Jesus and first bishop of Rome."
80. SE/TE 46–47: "In Britain the Anglo-Saxons pushed aside the Celts (KEHLTS), the people already living there. Some Celts fled to remote mountainous areas of Britain, **and some of these had accepted the Christian faith**. Others crossed the sea to Ireland..." The map on SE/TE 6 makes this clear. TE 47 response to "How did Christianity finally reach Britain" needs to be updated accordingly.
81. SE/TE 54: The map is not an accurate map of Europe from 950 or 1300. Replace map and map title with map on SE/TE 83 and edit questions accordingly on SE/TE 54.
82. SE/TE 57: "The Germanic groups consisted of Ostrogoths, Visigoths, Franks, Vandals, Angles, and Saxons." See map on SE/TE 58. Change to, "...Angles, Saxons, and others."
83. SE/TE 61: "most Western Europeans" – Charlemagne's empire was big, but not that big. Change "most" to "many".
84. SE/TE 65: "They joined with **some of** Italy's cities to resist the emperors' forces."
85. SE/TE 71: "Every castle had two parts." Change to "Most castles had two parts."
86. SE/TE 75: "By 1200, these Italian cities Genoa and Venice controlled the profitable Mediterranean trade with the Byzantine Empire." "See framework I.1250.
87. SE/TE 81: "...Runnymede, a nearby meadow." Should say "...Runnymede, a meadow near London."
88. SE/TE 83: "This meeting began the Estates-General, France's first parliament representative assembly." France had parlements, which like the Estates-General, were not comparable to "parliament." TE 83 "Reading Skills" also incorrectly describes the EG as a parliament.
89. SE/TE 98: Sentences are repeated. Delete duplicate sentences.
90. SE/TE 105: "the Maid": (move the colon outside of the quotation mark).
91. SE/TE 125: Change the subtitle "The Islamic State" to "An Islamic State." This change would bring the subtitle into accordance with the following paragraph, but more importantly would remove a very loaded (and in this context unnecessary) phrase from the textbook. (Also change phrase Q6 on SE/TE 126)

92. SE/TE 131: "The Persian and Arab custom of women...." See framework II.554–560. Delete "and Arab".
93. SE/TE 133–34: The following chapter spells "Mogul Empire" (as it appears on SE/TE 133–134) as "Mughal Empire." Change spelling on SE/TE 133–134? "Answer" on TE133 also spells it as Moguls.
94. SE/TE 139: "The Thousand and One Nights." Later pages (SE/TE 141–143) refer to the same story as "A Thousand and One Nights." Either one is fine – just be consistent.
95. Maps: Chapter text and framework refers to Sri Lanka, but maps on SE/TE 163, 168 refer to it as Ceylon. The map on SE/TE 207 lists both names but it is unclear why. It should probably be Sri Lanka.
96. SE/TE 168: "Akbar's conquests created **one of** the greatest Indian empires since the ancient Mauryan dynasty." This statement ("greatest") seems unnecessarily grandiose, especially given what the textbook says about the Gupta Empire on SE/TE 134.
97. SE/TE 172: Q4A – Although Hindu Kush appears on some maps, it does not appear on the map on this page to answer question 4A.
98. SE/TE 233: Q2: "Shinto: Way of the Spirits". Delete.
99. SE/TE 266: "claimed he-was descended from" Change to "was believed to be descended from".
100. TE266: Change Chichen Itza to "Chichén Itzá." Background Knowledge.
101. TE268: Lake Texoco should be Lake Texcoco. Differentiate.
102. SE/TE 295: c.e. should be capitalized in paragraph 2.
103. SE/TE 296: c.e. should be capitalized in paragraph 2.
104. SE/TE 325–26: Remove references to Renaissance Humanism, as this chapter now precedes the Renaissance chapter? Add a parenthetical "(discussed in the next chapter)" On page 325: Change the sentence: "Many educated Europeans were influenced by Renaissance humanism" to read: "Many educated Europeans were influenced by a new set of ideas known as Renaissance humanism (which are discussed in detail in chapter 10)." On page 326: Change the sentence: "Renaissance humanism led to a new movement called Christian humanism." to read: "Renaissance humanism (see Chapter 10) led to a new movement called Christian humanism."
105. SE/TE 330: "Soon after Lutheranism began in Germany, many people in nearby Switzerland accepted Protestant ideas." From The Reformation Spreads. Change "Soon after" to "While".
106. SE/TE 338: "Protestant **and Catholic** states began to carry out 'witch hunts.'" Paragraph 2.
107. SE/TE 365: "Integrating Knowledge and Ideas" should be moved to SE/TE 366 or 367 because the pictures the questions are about are on those pages.
108. SE/TE 366: Image caption should describe Marco Polo as a Venetian merchant.
109. SE/TE 375: capitalize title "stories" in Vasari quote about Michelangelo.

110. SE/TE 384: Remove “scientific” in “Inferring” caption – this will help students: “Do you think Aristotle’s scientific method could have been used to discover the spectrum?”
111. SE/TE 385: Modify this sentence, because this section does not concern “human society” – this is not taken up until the next lesson. “European thinkers soon began to apply the ideas of science to human society. These thinkers believed science revealed the natural laws of the universe.” Delete “soon began to apply the ideas of science to human society. These thinkers”
112. SE/TE 388: Hobbes is misspelled in the margin.
113. SE/TE 390: “The Declaration **of Independence** stated that...” Paragraph 3.
114. SE/TE 411: letter from Hernán (L should be capitalized)
115. SE/TE 434: Delete “Early” in map title – The spread of Christianity in the Western Hemisphere is not the same as the spread of Buddhism to China or the Jewish diaspora.
116. SE/TE 453: In the Obama quote, the date of MLK Jr. dedication should be 2011 not 2001. Caption.
117. SE/TE 455: Change: “These events only made the rest of the nation sympathetic to Dr. King’s cause.” Line 2. Change “the rest of” to “many across”.
118. IJ: The big red quotation marks are used inconsistently throughout. For example, on IJ 132 and SE/TE 375.
119. IJ 10: Incorrect title: this is not the Ancyra Inscription. Table of Contents is correct: “Code of Justinian.”
120. IJ 214: This painting is not a primary source as Q2 on IJ 215 makes clear. Re-label.
121. IJ 224: Again, this painting is not a primary source – I believe it was painted in 1830: Guru Gobind Singh lived 1666-1708. Perhaps this is the wrong image as the introduction refers to a yellow Sikh flag (as does question 4).
122. IJ 18: No version given for Luke 15:11–32.
123. IJ77: Change Q4 “Explain why Mustafakhan believes...”
124. CT/LQ 23: No version given for Luke 15:1-7.
125. CT/LQ 136: The map appears on CT/LQ 150, where I think it is meant to be – was another map intended for 136?
126. CT/LQ 152: On Q8, change Chichen Itza to Chichén Itzá.
127. SE/TE page 160, “Bhakti derives from a sanskrit word that means “to share”. Since followers of bhakti choose one of the Hindu deities to express their love and devotion to, bhakti came to mean “to choose.”” Change to, “Bhakti derives from a Sanskrit root word that means “to devote”. Followers of Bhakti express their love and devotion to a chosen deity who is their favorite expression of the Divine.”
128. SE/TE page 351, “Guru Nanak challenged the authority of the Hindu Brahmins and the jati system.” Change to, “Guru Nanak challenged the authority of some priests and social abuses of the jati system.”

129. SE/TE 28: Add II to "King Philip of Spain."
130. SE/TE 31: "Because, the French colony grew slowly..."
131. SE/TE 34: Replace "Roman government" with "Western Roman Empire": "After the Roman government fell in 476 C.E...." Replace "Roman government" with "Western Roman Empire".
132. SE/TE 37: Voltaire's name should be pronounced "(vohl-TARE)" not "(vol-TAR)."
133. SE/TE 52: "The House of Burgesses was the first legislature in North America elected by the people." The Iroquois Confederacy predated the House of Burgesses, which should therefore not be credited as "the first legislature in North America elected by the people." Replace "people" with "colonists".
134. SE/TE 53: "Pilgrims called themselves Separatists" Strike out "called themselves" and replace with "were called." Should read "Pilgrims were called Separatists."
135. SE/TE 54: Date for English separation from Rome is 1534 on this page, but 1533 on SE/TE 28. The year 1533 is the more obvious choice, but 1534 could work. Either way, choose one and be consistent.
136. SE/TE 54: "The Protestants who wished to reform the Anglican Church were called Puritans." Change "The Protestants" to "Some Protestants".
137. SE/TE 78: Delete the adjective "dull."
138. SE/TE 138: Declaration of Independence contains a typo/error of significance. "He has kept among us, in times of peace, Standing Armies without the Consent of our legislature." "Legislature" should be "legislatures."
139. SE/TE 297, 323: Replace Santo Domingo with "Saint-Domingue" (including the hyphen) throughout the texts.
140. SE/TE 313: Native American Treaties. "Treaties ended some conflicts, while in others by requiring Native Americans gave to give up lands..." Edit sentence to read, "Some treaties ended conflicts by requiring Native Americans to give up lands or by specifying exact boundaries between Native American lands and lands open to settlers."
141. SE/TE 315: "Fearing a massacre by the Native Americans..." The word "massacre" is only used in reference to Native Americans. Change to "defeat".
142. SE/TE 397: In "Citing Text Evidence," change to "Whitman Massacre" to "Whitman Incident." Also in paragraph four on the same page.
143. SE/TE 416: "Because of her famous exploits, newspapers around the country told Charley's story." Delete, "Because of her famous exploits".
144. SE/TE 426: "The United States is an expanding nation in 1840." Change "is" to "was".
145. SE/TE 448: Pie chart colors aren't distinct enough to answer the questions about "Southern Population, 1860."
146. SE/TE 571: On the map, date of Tennessee's rejoining of the union should be 1866 (this is necessary in order to answer Q1 correctly on SE/TE 570).
147. SE/TE 621: "At first, many Native Americans agreed to move to reservations." Change to, "Many Native Americans were coerced to move to reservations."

148. SE/TE 673: In the image all of the lines are pointing about a quarter of an inch too high on the illustration.
149. SE/TE 737: In the Obama quote, the date of MLK Jr. dedication should be 2011 not 2001.
150. TE: Throughout, “21st Century Skills Activity” should be “21st-Century Skills Activity.”
151. SE/TE/IJ: The big red quotation marks are used inconsistently throughout. For example, SE/TE 464 and IJ 390.
152. SE/TE Chapter 11, Manifest Destiny, Lesson 4, California and Utah, p. 416, para. 3, The Life of a Forty-Niner, para. 5, change to read: “Boomtown merchants, however, made huge profits. They could charge whatever they liked for food and other essential items because there were no other nearby stores that sold these products. Other merchants invented new products to meet new needs. For example, a Jewish German immigrant named Levi Strauss sold the miners sturdy pants made of denim. His innovative “Levi’s” were “riveted for strength;” their popularity among the miners earned him a fortune.”
153. SE/TE Chapter 19, A Changing Society: 1865-1920, Lesson 1, The New Immigrant, Entering the United States, p. 693, change to, “The stirring words of Jewish American poet Emma Lazarus, inspired by her work with immigrants, appear inside the statue’s base, welcoming the newcomers: “Not like the brazen giant...I lift my lamp beside the golden door””
154. SE/TE Lesson 1 Page 6, Line14-15: “Muhammad, left the city of Makkah for Madinah. This was 622 B.C.E. in the Christian calendar.” It should be C.E. not B.C.E.
155. SE/TE Lesson 2 Page 29. Line 19: “All Americans have the right to seek life, liberty, and happiness.” Should be, “...life, liberty, and the pursuit of happiness.”
156. SE/TE Chapter 3 Lesson 1 Page 95: THE FRENCH AND INDIAN WAR, 1754–1763 Diagram: The Key is not correct in the diagram. It shows no French or British Victories and incomplete French troop movement.
157. SE/TE Chapter 5, Lesson 1, pp 187, Northwest Territory Map. The sections in the Township in the Northwest Territory Map are numbered wrong. The Northwest Ordinances of 1758-1787 show the correct numbering of a Township.
158. SE/TE Chap 7, The Federalist Era, Lesson 3, p. 279, Alien and Sedition Acts, Para 2, Sentence 2: “Sedition means activities aimed at weakening the government.” Use Merriam-Webster definition, “incitement of resistance to or insurrection against lawful authority.”
159. SE/TE Chap 8, The Jefferson Era, Lesson 1, p.291, last Para, sentence 1: “The issue of states’ rights would remain an important issue in American politics for many years.” Change to, “States’ rights has remained an important issue in American politics up to the present.”
160. SE/TE Chap 8, The Jefferson Era, Lesson 1, p.291, last Para, sentence 1: “In the House Federalists tried to keep Jefferson from becoming president by supporting Burr.” Change to, “In the House each party worked for its own candidate.”

161. SE/TE Chapter 11, Manifest Destiny, Lesson 2, page 403, Para 2, Sentence 3: “Tensions with Mexico developed when Americans refused to follow Mexico’s rules.” Change to, “Tensions in Mexico developed after Santa Anna stationed convict troops in American settlements to enforce the laws.”
162. SE/TE Chapter 13—Page 466, 2nd paragraph: “Thoreau went to jail in 1846 rather than to pay a tax to support the war with Mexico.” Change to, “Thoreau spent one night in jail in 1846 rather than pay a tax to support the war with Mexico.”
163. SE/TE Chapter 15 Lesson 2 p.545 Jail Without Trial: “when in cases of rebellion or invasion, the public safety may require it.” Change to, “when in Cases of Rebellion or Invasion, the public Safety may require it.” (keep capitals)
164. SE/TE Chapter 16 Lesson 3, p.588 Education and Farming: “Formerly enslaved people who were involved in alternative forms of relationships, however, faced discrimination when seeking assistance from the Bureau.” The publisher needs to explain what this phrase means: involved in alternative forms of relationships. The student should know if this means racially mixed marriage.
165. SE/TE p. 371, delete “Although only part Cherokee”.
166. SE/TE Chapter 17: Opening the West: change publisher’s definition of “two-spirit” to, “two-spirit, or what today we might consider lesbian, gay, bisexual, or transgender, Native Americans.”
167. SE/TE Chapter 19, A Changing Society, p. 710: change to, “Reservation schools and boarding schools opened to educate and train Native Americans. Although these schools provided useful training, they also isolated, or cut off, Native Americans from their languages and cultural traditions, instead enforcing U.S. settler gender roles, social practices, and English-only education.”

Social Content Citations:

The following social content citations must be addressed as a condition of adoption:

Grade 6

1. A.1 Adverse reflection. The Framework, all of it, seeks to avoid adverse reflection of male and female roles. By omitting or contradicting the framework for some male and female roles, but not for others, the materials indicated below contribute to adverse reflections. The following instances use “descriptions” of men and women that “demean...males or females” due to inaccuracies or omissions.
 - a. SE/TE 332 SE 332 incorrectly states that “Women who were not enslaved could attain citizenship, but did not have any political rights.” Framework II.1231–1232 explain what “political” rights they did have – perhaps instead of “political rights” the textbook can just use the language on II.1228–1231.
2. B.1 Adverse reflection. The Framework, all of it, seeks to avoid adverse reflection of minority groups. By omitting or contradicting the framework for some groups,

but not for others, the materials indicated below contribute to adverse reflections. The following instances use “descriptions” of minority groups throughout history – defined in terms of culture, not just ethnicity (as allowed) – that “demean” due to inaccuracies or omissions.

- a. SE/TE Textbook doesn’t mention the Horatius brothers. See Framework I.1204.
 - b. SE/TE 257 Old Tamil (along with Teugu) is specifically mentioned in the framework, but the text only uses the term “Dravidian languages.” Framework II.844, 847, 855.
3. F.1 Adverse reflection. The Framework, all of it, seeks to avoid adverse reflection of entrepreneur and labor. By omitting or contradicting the framework for some entrepreneurs or workers, but not for others, the materials indicated below contribute to adverse reflections. The following instances use “references” of that “demean” people’s occupations or vocations due to demeaning inaccuracies or omissions.
 - a. SE/TE 378 Textbook doesn’t include a large framework section on Roman citizenship (wealthy Romans who paid for public structures and events). See Framework II.1215–1224. It might work best on SE 378.
4. G.1 Adverse reflection. The Framework, all of it, seeks to avoid adverse reflection of religion. By omitting or contradicting the framework for some religions, but not for others, the materials indicated below contribute to adverse reflections. The following instances “hold religious belief up to ridicule” by portraying inaccuracies in some religions and inaccuracies or omissions in other religions.
 - a. SE/TE Framework II.1009–12 (for grade, on the Maya) emphasizes sacrificial “bloodletting by members of the elite and royal families,” but textbook doesn’t include this.
 - b. SE/TE Throughout texts, capitalize all “God,” “Gods,” “Goddess,” “Goddesses,” “Diety,” and “Dieties.” Example includes, but is not limited to SE/TE 248.
 - c. SE/TE 132 JPS suggested change appears correct: “In Jewish synagogues, the Torah is read from scrolls kept in a cabinet called the Holy Ark. These Torah scrolls are handled with great respect and care during worship. The Torah scroll depicted here is housed in a wooden case called a tik. Some Torah scrolls are kept in a highly decorated cloth cover.”
 - d. SE/TE 134 Keep the text of the caption (as it addresses the framework) but add that this photo relates specifically to a seder.
 - e. SE/TE 248 Change “The arrival of the Aryans brought great changes in India, including social system and beliefs that would become Hinduism” to “The Aryans influenced the culture of India and Hindu beliefs.”
 - f. SE/TE 255 Framework II.828–832 states that Harappan artifacts “show features that are all present in modern Hinduism...” but neither in the text or “Making Connections” SE 255 is Hinduism mentioned. This is an important omission, as the framework indicates features of Hinduism before the Vedic period, whereas the textbook does not. The digital video,

“Indus People Artifacts” also doesn’t mention possible Hindu connections, and neither does the source in IJ 166 or the section in WE 62–63. Public comment by Hindupedia agrees with me here.

- g. SE/TE 263 Framework II.881–883 states that dharma is “obedience to the moral law of the universe... which also refers to performance of social duties.” The book says that dharma is “their personal duty to society” without mention of the moral law of the universe.
- h. SE/TE 274, 281 For clarification and consistency with framework, add to the appositive after Rama. “It tells the story of Rama, **an incarnation or avatar of Vishnu** and the perfect king, and Sita...” (274) and “the story of Rama, **an incarnation or avatar of Vishnu and** a good king whose wife is kidnapped” (281)
- i. SE/TE 266 The caption for the mandala photograph is misleading. The significance of the mandala is not that the shapes/patterns have “special powers,” but rather its significance lies in Buddhist meditation/mindfulness. TE 266 Background Knowledge provides a much better explanation.
- j. SE/TE 299 The “Making Connections” marginalia, about the endurance of Confucianism to this day, appears to contradict a sentence on the same page that suggests that Confucianism no longer shapes Chinese society and government: “Confucianism continued to shape Chinese society and government until the early 1900s C.E.” Change sentence to read, “Although Confucianism continues to influence Chinese society today, the Chinese government is no longer based on Confucianism.”
- k. SE/TE 402 Add version for Matthew 5:3–12.
- l. SE/TE 409 “The official religion of Rome required people to honor the emperor and the state. This religion did not offer help to people when they experienced personal or economic problems. Christianity, however, provided comfort...” The error is that, as stated on SE/TE 366, the Roman religion was not just about honoring the emperor and the state and that “each Roman home included an altar for its household gods.” So, this entire paragraph is misleading and it “advocate[s] one religion over another” by mischaracterizing one religion.
- m. SE/TE 413 “Making Connections” states that “As in the early days of Christianity, the Roman Catholic Church is still led by a pope today.” This is a controversial statement, both among historians and believers. Even the framework (Grade 7, I.437) goes as far as stating that “Around b, popes began to assert their control over the church hierarchy.” That’s a far cry from “the early days of Christianity.” I recommend changing it to “The Roman Catholic Church is led by a pope today.” The video “St. Peter’s Tomb,” Digital Teaching Option, doesn’t make this suggestion.
- n. SE/TE 414 Q5 “Write a journal entry from the viewpoint of Constantine after the battle that he believed God helped him win.” SE 412 instructs students about Constantine’s interpretation of God’s role at the Battle of Milvian Bridge. Students would have to place themselves in the role of believer in the Christian God in order to answer this question.

- o. SE/TE 417 Merge two sentences to make it clear that the pope believed that he was the successor and first bishop of Rome, rather than simply that Peter was the first bishop of Rome (a debated issue): “He believed he was a successor, or person who follows another person, to Peter, disciple to Jesus and first bishop of Rome.”
- p. SE/TE 453 The map of World Religions Today that completely denies religious diversity. For instance, the religion of California is Roman Catholic, according to this map. This, despite the fact that (according to the Pew Research Center), there are more Protestants than Catholics in California. However, color-coding California brown (Protestant) would do an equal disservice to religious diversity in the state. What about red (Christian-mixed)? This would negate the diversity of the other world religions in California. Students somehow need this geographic information but either the title and/or the map itself and/or the key needs to be changed. Explanations in SE/TE should also be added.
- q. IJ 138 Change title to “The Temple of Apollo **and Theatre** at Delphi.” Also, add “This image shows the ruins of the Temple of Apollo at Delphi, **along with the Theatre at Delphi in the foreground.**” Alternately, choose a different image of the temple that minimizes the importance of the theatre. As it stands, students will likely answer the questions based upon the theatre (much of which is Hellenistic and Roman) and not the temple.
- r. WE 100–101 The word “pagan” is derogatory. Ironically, according to the OED, Tertullian was likely responsible for the Latin use of the word in a religious context. Regardless, among several possible negative depictions, the first definition sums it up: “A person not subscribing to any major or recognized religion, esp. the dominant religion of a particular society; spec. a heathen, a non-Christian, esp. considered as savage, uncivilized, etc.” Besides replacing the word, the last sentence on WE 100 is also in violation of 1.10: “It [Christianity] provided answers about life’s questions that pagan religions were unable to offer.”

Grade 7

- 5. A.1 Adverse reflection. The Framework, all of it, seeks to avoid adverse reflection of male and female roles. By omitting or contradicting the framework for some male and female roles, but not for others, the materials indicated below contribute to adverse reflections. The following instances use “descriptions” of men and women that “demean...males or females” due to inaccuracies or omissions.
 - a. SE/TE 422 This page presents a painting by Jean Leon Gerome Ferris (1863–1930), which he produced for early-twentieth-century exhibitions in Philadelphia. The textbook, however, doesn’t mention the date, and the image appears “factual” alongside the text. At any rate, in this image, the central focus of the image is a woman serving food to a man (a native woman to a European man). Additionally, this image is derogatory to

Native Americans. The main problem is that this image says more about gender and relations with Native Americans in the early-twentieth century than it does about the early-seventeenth century. But, also, the woman in this painting is not even the reason why the painting was included (that is to say, it wasn't meant to facilitate a discussion of colonial women, but rather the submissive woman was incidentally included). All in all, the image reinforces patriarchal stereotypes without discussing seventeenth-century patriarchy. We recommend replacing the image.

6. B.1 Adverse reflection. The Framework, all of it, seeks to avoid adverse reflection of minority groups. By omitting or contradicting the framework for some groups, but not for others, the materials indicated below contribute to adverse reflections. The following instances use “descriptions” of minority groups throughout history – defined in terms of culture, not just ethnicity (as allowed) – that “demean” due to inaccuracies or omissions.
 - a. SE/TE No mention of Majorca as a Site of Encounter or any of the “synthesis of creative energies” mentioned in the framework II.1257–1278.
 - b. SE/TE 182 Framework II.803–815 emphasizes among other things, about the Song, its “strongest and most centralized government, and the Northern/Southern Song split. SE 182 mentions none of these (it briefly mentions the government’s move south but not as the framework states).
 - c. SE/TE 197 SE 197 mentions the division of the Mongol empire, but in far less detail than the framework, which goes over the four khanates. Framework II.1187–1195.
 - d. SE/TE 199 SE 199 (“Government jobs were open to non-Chinese people, including Mongols and Turks. However, the Yuan rulers respected Confucian writings and allowed Chinese scholar-officials to keep their posts.”) contradicts the framework II.1197–1198.
 - e. SE/TE 294-98 Like the framework for grade six (II.699–705), which asks students to compare points of view between Herodotus and the Persians about the Persians, the framework for grade seven (II.1132–1146) asks for a comparison between Sundiata and the works of Muslims in West Africa. While all of the sources are presented, the textbook does NOT address the question “How did Arab/North African and West African perspectives differ on West African kingdoms?” The framework is looking for real point of view work.
 - f. SE/TE 422 In addition to fleets, framework I.1389 describes French and English “pirates” battling Spanish fleets. Pirates don’t appear on SE 422.
 - g. SE/TE 424-25 Framework states that “it’s important” for students to know that Europeans didn’t take over China, India, Africa, and most of Asia (Framework II.1396–1400). But, unlike the framework, SE 424–425 doesn’t explain why: these places were too strong for Europeans to take over.
 - h. SE/TE 395 Russia is mentioned as one of the gunpowder empires in Framework I.1478, but this isn’t clear in the textbook. SE 395 mentions improvements to the military only.

- i. SE/TE 381 SE 381 emphasizes role of universities in spreading science, citing their “spread to Americas” but does not specifically mention Mexico, Peru, and North America. Framework II.1661–1662.
7. G.1 Adverse reflection. The Framework, all of it, seeks to avoid adverse reflection of religion. By omitting or contradicting the framework for some religions, but not for others, the materials indicated below contribute to adverse reflections. The following instances “hold religious belief up to ridicule” by portraying inaccuracies in some religions and inaccuracies or omissions in other religions.
- a. SE/TE Framework II.1007–1013 emphasizes sacrificial “bloodletting by members of the elite and royal families,” but textbook doesn’t include this.
 - b. SE/TE Textbook does not include framework call for a diagram showing how modern Christian churches descended from splits in Protestantism, or the emphasis on education and social discipline. Framework II.1527–1531.
 - c. SE/TE Throughout texts, capitalize all “God,” “Gods,” “Goddess,” “Goddesses.” Examples include, but are not limited to SE/TE 160, 161, 170.
 - d. SE/TE 28 Add version for Matthew 5:3–12.
 - e. SE/TE 35 “The official religion of Rome required people to honor the emperor and the state. This religion did not offer help to people when they experienced personal or economic problems. Christianity, however, provided comfort...” The error is that, as stated in grade SE/TE 366, the Roman religion was not just about honoring the emperor and the state and that “each Roman home included an altar for its household gods.” So, this entire paragraph is misleading and it “advocate[s] one religion over another” by mischaracterizing one religion. This obviously won’t offend many Californian worshipers of Roman gods, but it definitely suggests a superiority of Christianity.
 - f. SE/TE 40 Q5 “Write a journal entry from the viewpoint of Constantine after the battle that he believed God helped him win.” SE 37–38 instructs students about Constantine’s interpretation of God’s role at the Battle of Milvian Bridge. Students would have to place themselves in the role of believer in the Christian God in order to answer this question.
 - g. SE/TE 90 Q 6 “Work in small groups to compose new lyrics to a song you already know in order to tell a story about the Crusades. It can be a tune from the radio, a folk tune, a hymn, or even your school’s fight song. The lyrics might be a call to action, a story about a battle, or a remembrance of fallen soldiers. After you have finished, share your song with the class and discuss how it relates to the Crusades.” Even the best-intentioned student would have to portray Islam/Muslims as inferior, and more than likely Islam/Muslims will be held up to ridicule.
 - h. SE/TE 97 “People received bread and wine to remind them of the death of Jesus.” This is one of the most controversial and misleading statements in the book. I highly recommend deleting it – replacing it in one or two sentences would be equally controversial and misleading.

- i. SE/TE 129 Information about the Sasanian Empire (religious toleration, Jews and Christians, tax from trade, warfare against Byzantines) aren't included on SE 128. SE 129 even claims that the Sasanian Empire was intolerant of "those who practiced other faiths" (besides Christianity and Zoroastrianism, which is in conflict with I.494. See Framework II.493–498.
- j. SE/TE 129 SE 129 doesn't include that some Muslim rulers did force some non-Muslims to convert (SE 130 talks about a Jew being forced to leave but not convert) or that non-Muslims had to pay a special tax. SE 134 talks about the special tax in an Ottoman context, but this is obviously much later. See Framework II.529–531.
- k. SE/TE 134 Address Sikh phonetic pronunciation issue (currently SE/TE 134 presents one pronunciation and SE/TE 350 presents another pronunciation). Perhaps, in both cases, "Sikh (SIHK or SEEK)." Or, at a minimum, choose one for both pages.
- l. SE/TE 134, 353 As public comment points out, 134 (and TE 134) states that Sikhism is the world's fifth largest religion, but 353 states that it is the ninth largest religion. I can't locate any credible citations to support either claim but this needs to be addressed. The chart on SE/TE 434 is unclear on this regard, and the basis for the chart .adherents.com appears dubious.
- m. SE/TE 160 Are framework "priestly elites" the same as "elite priests" (framework, I.718)?
- n. SE/TE 167 "In southern India, most subjects remained Hindu." Subjects? Safer to stick with the language of the framework: "In southern India, the majority of the population remained Hindu." Framework I.767.
- o. SE 198 SE 198 lists some positives about the Mongols, but doesn't mention religious toleration. Framework I.1203.
- p. SE/TE 243 Framework II.917–920 states that the Japanese "gradually adapted Buddhism to fit with older Shinto practices" and that Zen Buddhism "spread widely among laboring men and women." SE/TE 243 doesn't mention either.
- q. SE/TE 301–302 SE 301–302 discusses the Mali government but omits that they collected tribute from African farmers, that "the royal court employed staffs of both foreign and native-born Muslims as administrators." Framework II.1107–1110.
- r. SE/TE 322–323 Map. Like the map on SE/TE 453, this map of world religions oversimplifies things. I'm sure experts in different fields will note different problems, but for me it's hard to overlook Ireland. By 1700, Protestantism was established in Northern Ireland (especially in the east). Clarify the title and/or map and/or key and/or text SE/TE or TE. And source the map.
- s. SE/TE 322 "Geographic Reasoning" Q1 asks students where Shia Muslims are located, but the map does not differentiate between Shia and Sunni. Muslim areas are all one color (green).

- t. SE/TE 327-28 SE 327–328 discusses Luther’s belief, but not the framework’s identification of Luther’s critique on the validity of 5 of 7 sacraments.
- u. SE/TE 331 Delete sentence about Tyndale’s Bible being the first in English (SE/TE 325 makes this claim for Wycliffe’s Bible).
- v. SE/TE 332 The following passage is riddled with errors. “After Henry’s death, the Anglican Church accepted some Protestant ideas..., but it kept most Catholic rituals. Many English Catholics wanted more. They supported Henry’s Catholic daughter, Mary, when she became queen.” Change to “The Anglican Church accepted some Protestant ideas... English Catholics supported Henry’s Catholic daughter, Mary, when she became queen
- w. SE/TE 333 Elizabeth did not tolerate the Puritans.
- x. TE 333 H1: Puritanism is not a religion.
- y. SE/TE 339 The Edict of Nantes “also allowed Huguénots to worship freely.” Replace “worship freely” with “some religious freedoms.” Update Q3 on SE/TE 356, History Social Science Skills” on TE 339, and answer to Checking for Understanding on TE 341.
- z. SE/TE 350 Address Sikh phonetic pronunciation issue (currently SE/TE 134 presents one pronunciation and SE/TE 350 presents another pronunciation). Perhaps, in both cases, “Sikh (SIHK or SEEK).” Or, at a minimum, choose one for both pages.
- aa. SE/TE 351 I would delete the second sentence of the paragraph beginning Guru Nanak. The Grade 6 book went to great lengths to separate the jati system from Hinduism, but the first two sentences can be read together to suggest that Hindus discriminate on the basis of social class, race, religion, and gender. TE 350 marginal notes also are less careful with jati system and Hinduism.
- bb. SE/TE 433 The map of World Religions Today that completely denies religious diversity. For instance, the religion of California is Roman Catholic, according to this map. This, despite the fact that (according to the Pew Research Center), there are more Protestants than Catholics in California. However, color-coding California brown (Protestant) would do an equal disservice to religious diversity in the state. What about red (Christian-mixed)? This would negate the diversity of the other world religions in California. Students somehow need this geographic information but either the title and/or the map itself and/or the key needs to be changed. Explanations in SE/TE should also be added.
- cc. Digital video “The beginnings of Islam.” The textbook is careful to avoid visual depictions of Muhammad but the video shows an image of Muhammad on his night journey. This might be intentional, but it’s worth making everyone aware of.

8. A.1 Adverse reflection. The Framework, all of it, seeks to avoid adverse reflection of male and female roles. By omitting or contradicting the framework for some male and female roles, but not for others, the materials indicated below contribute to adverse reflections. The following instances use “descriptions” of men and women that “demean...males or females” due to inaccuracies or omissions.
 - a. SE/TE Women’s experiences on the frontier are discussed in the framework at some length, but only marginally addressed in the textbook. SE 416 does include a biography of Charley Parkhurst, but the textbook does not discuss “white men far outnumbered white women, creating some opportunities where the latter became more valuable than previously; they were thus able to achieve some rights in the West before their counterparts elsewhere” (Framework, II.627–629 and II.649–650). Instead, quite the opposite is discussed on SE 341. Although SE 480 makes the point in reference to Nantucket, Massachusetts whaling community. Also, nothing in the textbook about white men marrying Mexican women with greater frequency (II.632–633). Nothing in the textbook about “women of diverse racial and ethnic backgrounds [feeling] trapped or limited by their gender in a place and time so dominated by men” (II.636–638). SE 476–471 discusses the women’s movement, but it doesn’t afford a special place to women on the frontier, which is the overall purpose of II.626–651.
 - b. SE/TE 29, 53 These pages present paintings by Jean Leon Gerome Ferris (1863–1930), which he produced for early-twentieth-century exhibitions in Philadelphia. The textbook, however, doesn’t mention the date, and the images appear “factual” alongside the text. Page 53 does attribute the painting to Ferris, but 29 doesn’t. At any rate, in both images, the central focus of the image is women serving food to a man (a native woman to a European man on p. 29 and a European woman to a native man on p. 53). Additionally, of these images – but especially the image on SE/TE 29 – are derogatory to Native Americans. The main problem is that these images say more about gender and relations with Native Americans in the early-twentieth century than they do about the early-seventeenth century. But, also, the women in each painting aren’t even the reason why the paintings were included (that is to say, it wasn’t meant to facilitate a discussion of colonial women, but rather the submissive women were incidentally included). I would cite other images in this chapter, especially the engravings of agricultural life in colonial Virginia, but I’m unable to ascertain the authorship of the paintings/engravings. The image citations direct readers to websites that stock photos, but these websites have no image attributions either. All in all, the images reinforce patriarchal stereotypes without discussing seventeenth-century patriarchy. We recommend replacing the image on SE/TE 29 and explaining the image on SE/TE 53.

9. B.1 Adverse reflection. The Framework, all of it, seeks to avoid adverse reflection of minority groups. By omitting or contradicting the framework for some groups, but not for others, the materials indicated below contribute to adverse reflections. The following instances use “descriptions” of minority groups throughout history – defined in terms of culture, not just ethnicity (as allowed) – that “demean” due to inaccuracies or omissions.
 - a. SE/TE The textbook often quotes from the letters of the Lowell women workers, but it does not mention Charles Dickens’ American Notes (which is not included as a “such as” in the framework II.395-96).
 - b. SE/TE 95-100 Framework refers to the “Seven Years’ War, known in the colonies as the French and Indian War” (Framework I.60), but it is only referred to as the French and Indian War in the textbook. Both names should appear in the text (at least once).
 - c. SE/TE 224 The framework II.188-92 asks for “special emphasis” to be placed on who was actually allowed to participate during THIS PERIOD. SE 224 “Voting Rights” addresses some of these issues since the Amendment, but not from the period under consideration (the early republic). An image caption on SE 229 (and marginalia on SE 252) does mention property limitations on voting but not on office holding (as specified in framework). Change paragraph on page 368 to read, “In the nation’s early years, only men who owned property or paid taxes could vote **or hold political office**. By the 1820s, many states had loosened these requirements. White male sharecroppers, factory workers, and others could now participate in the political process. By 1828, nearly all states let voters, rather than state legislatures, choose presidential electors. Women still could not vote **or hold political office**. African Americans and Native Americans had few rights of any kind.”
 - d. SE/TE 264 Framework I.141 adds that the Articles lacked a national judiciary – the textbook doesn’t mention this. SE 264 comes close but doesn’t mention Articles.
 - e. SE/TE 526-27 Framework I.722 includes West Point as a “resource” that the North had over the South. SE 526–527 does not.
 - f. SE/TE 545-46 Framework II.729–735 includes the advantage of a “strong central government” that the north had over the South. SE 545 even makes it seem that the South had a comparably strong central government to suspend habeas corpus.
 - g. SE/TE chap 19 Framework (II.981–982) mentions Immigration Act of 1917. Textbook does not.
10. F.1 Adverse reflection. The Framework, all of it, seeks to avoid adverse reflection of entrepreneur and labor. By omitting or contradicting the framework for some entrepreneurs or workers, but not for others, the materials indicated below contribute to adverse reflections. The following instances use “references” of that “demean” people’s occupations or vocations due to demeaning inaccuracies or omissions.

- a. SE/TE Framework I.672 mentions the Ostend Manifesto as an important marker in how slavery had become the key problem dividing political leaders. It doesn't appear to be in the textbook.
 - b. SE/TE 537-38 Framework II.767–769 discusses “self-emancipation” but textbook does not.
 - c. SE/TE 660 Framework II.910–914 discusses Social Darwinism – and “eugenics” – as a contemporary apology for treating workers poorly. SE 660 has a marginal comment on Social Darwinism, but only to explain why some industrial leaders succeed, NOT as a “justification for child labor [and] unregulated working conditions.”
 - d. SE/TE 695 Framework II.976–979 differentiates California labor contributions of Asian farmers “development of irrigation systems and farming” from Mexican farmers “increasingly provided the labor force for the cultivation...” whereas SE 695 lumps them together (“Asian and Mexican immigrants often supplied farm labor”).
11. G.1 Adverse reflection. The Framework, all of it, seeks to avoid adverse reflection of religion. By omitting or contradicting the framework for some religions, but not for others, the materials indicated below contribute to adverse reflections. The following instances “hold religious belief up to ridicule” by portraying inaccuracies in some religions and inaccuracies or omissions in other religions.
- a. SE 437 SE 437 mentions that Allen and Jones founded new churches but not the name of the church (African Methodist Episcopal Church) or the date (1816) as mentioned in the framework. I.410

Publisher-Submitted Errata

Grade	Component Name	Page/ location	Identified error	Proposed correction
6	Entire Program	Throughout all components	“Timeline”/“timeline”	Change to: “Time line”/“time line”
6	Entire Program	Throughout all components	“B.C.”/“A.D.” references	Change to: “B.C.E.”/“C.E.”
6	Entire Program	Throughout all components	Table of Contents	Correcting entries as needed to match titles and page references throughout the book
6	Student Edition	P. iii, Authors	“Phoenix”	Change to: “Phonics”
6	Student Edition	P. v, Academic Consultants	“Emeritia”	Change to: “Emerita”

Grade	Component Name	Page/ location	Identified error	Proposed correction
6	Student Edition	P. RA28, Scavenger Hunt	Answers appear on student page.	Delete answers from student page.
6	Student Edition	P. HT6	“Western nations begin their calendar on the year in which Jesus was thought to have been born. The Jewish calendar begins about 3,760 years before the Christian calendar. This is the time when Jewish tradition says the world was created. Muslims date their calendar from the time their first leader, Muhammad, left the city of Makkah for Madinah. This was 622 B.C.E. in the Christian calendar.”	Change to: “The most commonly used “Western” calendar was originally Christian; it begins with the year in which Jesus was thought to have been born. The Jewish calendar begins about 3,760 years before the Western calendar. This is the time when Jewish tradition says the world was created. Muslims date their calendar from the time their prophet, Muhammad, left the city of Makkah for Madinah. This was 622 C.E. in the Western calendar.”
6	Student Edition	P. HT10	“...physical features, such as mounts, waterways,...”	Change to: “...physical characteristics, such as mountains, waterways,...”
6	Student Edition	P. HT28	“You have gathered information and answered the questions on your note cards. Then organize your cards into categories. Once your cards are sorted, you can use them as an outline for writing your research paper.”	“You must carefully review all URLs when conducting research to ensure that your sources are factual and are free of bias. You must also use your own words in your writing.”
6	Student Edition	P. HT29	“All Americans have the right to seek life, liberty, and happiness.”	Change to: “All Americans have the right to life, liberty, and happiness.”
6	Student Edition	P. 1	Photo	Replace photo
6	Student Edition	P. 29	“Broze”	Change to: “Bronze”
6	Student Edition	P. 72	“hieroglyphics”	Change to: “hieroglyphs”
6	Student Edition	P. 89	“Why does Cuno suggest...”	Change to: “Why do Cuno and Martin suggest...”
6	Student Edition	P. 89	“How do the arguments of Bell and Cuno differ?”	Change to: “How does the argument of Bell differ from that of Cuno and Martin?”

Grade	Component Name	Page/ location	Identified error	Proposed correction
6	Student Edition	P. 108	"downhill flow."	Change to: "delta marshes."
6	Student Edition	P. 117	"The departure of the Israelites out of slavery in Egypt is known as the Exodus (EHK • suh • duhs). Jews celebrate a holy festival called Passover to remember their freedom from slavery."	Change to: "The departure of the Israelites out of slavery in Egypt is known as the Exodus (EHK • suh • duhs). Jews celebrate a holiday called Passover to remember their journey from slavery to freedom."
6	Student Edition	P. 117	"make Israel"	Change to: "make the Israelites"
6	Student Edition	P. 134	Photo and caption do not match.	Replace the photo with one of a Sabbath dinner, to match the current caption.
6	Student Edition	P. 153	"Egypt and Kush"	Change to: "the Israelites"
6	Student Edition	P. 166	photo of female	Replace photo of female
6	Student Edition	P. 184	"office"	Change to: "officer"
6	Student Edition	P. 206	"Which world event happened fifty years after Homer wrote the <i>Iliad</i> and the <i>Odyssey</i> ?"	Change to: "Which world event happened nearly thirty years before Homer wrote the <i>Iliad</i> and the <i>Odyssey</i> ?"
6	Student Edition	P. 248	"Gnesha"	Change to: "Ganesha"
6	Student Edition	P. 254	"INFERRING"	Change to: "EXPLAINING"
6	Student Edition	P. 256	"Like most nomadic people, the early Aryans had no written language. After they settled in villages, they developed a written language called Sanskrit (SAN•skriht). Sanskrit gave people a way to record sales, trade, and land ownership. Eventually, Aryan hymns, stories, poems, and prayers were also written in Sanskrit. Later, they were recorded and collected into sacred texts	Change to: "Like most nomadic people, the early Aryans had no written language. Their prayers, hymns, stories, and poems, collectively called the Vedas (VAY•duhs), were in a language called Sanskrit (SAN•skriht), and preserved and passed on through an oral tradition. Over time, they developed a written script for Sanskrit. Sanskrit also gave people a way to record sales, trade, and land ownership. The Vedas are still

Grade	Component Name	Page/ location	Identified error	Proposed correction
			known as the Vedas (VAY•duhs). Examples of the Vedas remain today.”	used today for many rituals, and taught in traditional religious schools called Veda pathashalas.”
6	Student Edition	P. 261	“They believed in many different deities that were more like people.”	Change to: “They believed in many different Deities.”
6	Student Edition	P. 301	photo of Laozi	Replace photo of Laozi
6	Student Edition	P. 310	Image of acupuncture areas of foot	Replace image of acupuncture areas of foot
6	Student Edition	P. 316	Graphic organizer	Move graphic organizer (pyramid diagrams) beside question 1
6	Student Edition	P. 324	Photo of Romulus and Remus	Replace image
6	Student Edition	P. 365	Image of Roman women	Replace image
6	Student Edition	P. 404	“CITING TEXT EVIDENCE”	Change to: “INFERRING”
6	Student Edition	P. 444	“places”	Change to: “palaces”
6	Student Edition	P. 477	“a national day of mourning on April 9”	Change to: “a national day of mourning on April 7”
6	Student Edition	Glossary		Correcting entries as needed to match vocabulary, definitions, and page references throughout the book
6	Student Edition	Index		Correcting entries as needed to match terms and page references throughout book
6	Teacher Edition	Authors	“Phoenix”	Change to: “Phonics”
6	Teacher Edition	Academic Consultants	“Emeritia”	Change to: “Emerita”
6	Teacher Edition	Chapter, Lesson, and Inquiry		Correcting entries to match titles, page references, and activity descriptions

Grade	Component Name	Page/ location	Identified error	Proposed correction
		Journal Planner pages		
6	Teacher Edition	P. HT4	“Some details students may point to include the section title “Why Study History” and “Studying history also helps us develop the knowledge and skills we need to participate in public life as informed and responsible citizens. We can all be historians.””	Change to: “Some details students may point to include the section title “Why Study History?” and the sentence “Understanding the events that people experience can help us make sense of current events—things taking place today.””
6	Teacher Edition	P. HT6	“English Learners” in two locations	Change to: “English Learners”
6	Teacher Edition	P. HT11	“(Students should choose Southwest, Great Plains, or the South.)”	Change to: “(Students might list the climate, landscape, or employment opportunities.)”
6	Teacher Edition	P. HT13	Missing answer	Add ANSWERS box and text: “Western: Pacific and Atlantic <new line> Eastern: Indian and Pacific”
6	Teacher Edition	P. HT15	“Winkel Projection”	Change to: “Winkel Tripel Projection”
6	Teacher Edition	P. HT19	Missing answer	Add: “ MAKING CONNECTIONS PERSPECTIVES Students should determine that none of the evidence can be called “fact” until the evidence has been verified.”
6	Teacher Edition	P. HT21	Missing answer	Add: “ MAPS The map on the left is less precise than the one on the right and offers incorrect information. Historians could determine what the explorers in 1500 C.E. knew of their world.”
6	Teacher Edition	P. HT26	“advisors”	Change to: “advisers”
6	Teacher Edition	P. HT26	“moment accompanied”	Change to: “movement caused”
6	Teacher Edition	P. HT30	Missing answers	Add ANSWERS box and text: “ THINKING LIKE A HISTORIAN

Grade	Component Name	Page/ location	Identified error	Proposed correction
				<p>1. Rights: what all humans are entitled to, including the freedom to express oneself in speech, to worship as one chooses, and to receive a fair trial; duties: actions people are expected to perform like obeying laws, paying taxes, and serving on juries.</p> <p>2. Countries are connected by economic ties and personal travel, so events in one country can affect the U.S. Students should describe a global event and how it impacted them."</p>
6	Teacher Edition	P. 2	"Jordon"	Change to: "Jordan"
6	Teacher Edition	P. 9	"Their brains were the same size, and they"	Change to: "They"
6	Teacher Edition	P. 10	"hominid"	Change to: "hominin"
6	Teacher Edition	P. 19	"As ocean levels lowered, the land bridge formed."	Change to: "As the Ice Age ended, warmer temperatures caused sea levels to rise and the land bridge became submerged under water; the land area in the region decreased."
6	Teacher Edition	P. 33	"E. a time when glaciers covered most of the land and people were able to migrate from Asia to the Americas"	Change to: "E. a time when glaciers covered most of the land"
6	Teacher Edition	P. 37	"Wei River"	Change to: "Huang He River"
6	Teacher Edition	P. 39	Missing answer	<p>Add: "ANALYZING KEY IDEAS AND DETAILS (Top)"</p> <p>Students should fill in the graphic with details about major inventions of the Sumerians and explain how these inventions were important to the success of the Sumerian civilization."</p>
6	Teacher Edition	P. 39	Missing answer	Add: "DETERMINING MEANING" having the same direction and never coming together"

Grade	Component Name	Page/ location	Identified error	Proposed correction
6	Teacher Edition	P. 44	Missing answers	Add: "CHECKING FOR UNDERSTANDING" 1. City-states developed independently because mudflats and deserts made communication and travel difficult. 2. Sumerians believed that numerous gods controlled nature and guided what people did. Priests were in the upper class who once ruled the city-states. Only priests were allowed at the top of ziggurats."
6	Teacher Edition	P. 46	Missing answer	Add: "INTEGRATING VISUAL INFORMATION" Answers will vary but should mention either chariots, wagons, or carts; students might add "walking" or "by foot."
6	Teacher Edition	P. 48	Missing answer	Add: "CITING TEXT EVIDENCE" Answers should cite the following sentences: "I learned that there is death In Humbaba." And "His face turned pale like someone's witnessing a death[.]" Death is mentioned twice."
6	Teacher Edition	P. 50	Missing answer	Add: "ANALYZING KEY IDEAS AND DETAILS" Students should use the graphic to organize information about the major Mesopotamian empires described in this lesson, and should cite text evidence to show the differences among the empires."
6	Teacher Edition	P. 52	Missing answers	Add: "INFERRING" Responses will vary but might mention the importance of displaying the code so that all citizens would see it and be aware of the laws; that displaying the code served as a reminder to obey the laws; that the Babylonians were proud of the code; or that the code was put on display to honor Hammurabi."
6	Teacher	P. 55	Missing answer	Add ANSWERS box and the

Grade	Component Name	Page/ location	Identified error	Proposed correction
	Edition			following text: "ANALYZING Accept all reasonable answers. Possible answer: Magnificent buildings were sources of pride to rulers, physical representations of their power, wealth, and greatness."
6	Teacher Edition	P. 60	"Archeological"	Change to: "Archaeological"
6	Teacher Edition	P. 61	Questions 2-16 on the reduced SE page	Each HSS code needs to have a period inserted; e.g., "HSS REPV.3"
6	Teacher Edition	P. 62	"HSS REPV3"	Change to: "HSS REPV.3"
6	Teacher Edition	P. 64	"The Arabian and Syrian Deserts"	Change to: "the Nile River, the Red Sea, and the Mediterranean Sea"
6	Teacher Edition	P. 69	"Students should look up the Greek letter delta and describe its shape as a triangle, which resembles the shape of a river delta."	Change to: "Students should refer to the Geographic Dictionary and use this information to explain that deltas are fertile because they are made of deposits of fertile soil carried downstream by river waters."
6	Teacher Edition	P. 72	"The Egyptians developed hieroglyphics, a system of symbols that represent sounds."	Change to: "The Egyptians developed hieroglyphics, a combination of pictures representing objects and ideas and symbols representing sounds."
6	Teacher Edition	P. 75	"('excessive labour,' location, dimensions; 'admiration and astonishment.')"	Change to: "(Large, massive; students might describe how it would take a large labor supply to build the pyramids.)"
6	Teacher Edition	P. 75	"(dimensions and locations; phrases 'excessive labour' and 'admiration and astonishment')"	Change to: "(Diodorus views the pyramids as an amazing accomplishment; includes dimensions and location; 'excessive labour' and 'admiration and astonishment.')"
6	Teacher Edition	P. 97	"Akhenaton"	Change to: "Akhetaton"
6	Teacher Edition	P. 104	"Summarizing"	Change to: "Comparing and Contrasting"

Grade	Component Name	Page/ location	Identified error	Proposed correction
6	Teacher Edition	P. 104	"archeological"	Change to: "archaeological"
6	Teacher Edition	P. 118	"1. The threat of the powerful Philistines was the motivation for Israelites to choose a king to unite them."	Change to: "1. God had promised the land to them."
6	Teacher Edition	P. 123	Emerging AND Expanding text: "terms: <i>enterprise, conduct, and detachment</i> "	Change to: "terms: <i>covenant, dwelling, and outstretched</i> "
6	Teacher Edition	P. 123	"(that all the peoples on Earth may know your name, to fear (or worship) you, as your people the Israelites do...)"	Change to: "(The temple will be a symbol for all people who are called to love God as the Israelites do.)"
6	Teacher Edition	P. 124	Missing answer	Add: " ANALYZING KEY IDEAS AND DETAILS (Top) Answers may include the following: King David: defeated Goliath, united Israel's tribes, built capital at Jerusalem, wrote psalms; King Solomon: built many cities, maintained peace, built the First Temple, wrote many proverbs."
6	Teacher Edition	P. 131	Missing answer	Add: " ANALYZING KEY IDEAS AND DETAILS Synagogues: established when Jews were in Babylon and had no temple (allowed Jews to continue to worship); Scribes: lectured in temples, taught in schools, helped write down and preserve the Torah (to ensure Judaism survived)."
6	Teacher Edition	P. 140	Missing answer	Add: " DETERMINING MEANING Dreidel flew from one family member to the other, flapping his wings."
6	Teacher Edition	P. 140	"2. The theme of this story is "there are no coincidences." The parakeet seems lost but by the end of the story, the author hints there was a greater purpose to the bird's actions. The theme of no coincidences is also supported by Zelda's belief that the bird played the	Change to: "2. Posting the notice establishes the point that Papa did all he could to find the bird's owner; a week went by and no one had claimed the bird. 3. The theme of this story is "there are no coincidences." The parakeet seems lost but by the end of the story, the author hints there was a

Grade	Component Name	Page/ location	Identified error	Proposed correction
			<p>role of matchmaker between her and her husband.]</p> <p>3. Posting the notice establishes the point that David did all he could to find the bird's owner.</p> <p>4. The first part of the story follows a problem-solution structure. It introduces the reader to the idea that David and his family did not solve their original problem and creates the need for the solution to present itself in the second part of the story."</p>	<p>greater purpose to the bird's actions.</p> <p>4. The theme of no coincidences is supported by Zelda's belief that the bird played the role of matchmaker, meaning it was David's story about finding the parakeet that had first brought Zelda and David together."</p>
6	Teacher Edition	P. 142	Missing answer	<p>Add: "ANALYZING KEY IDEAS AND DETAILS (top)"</p> <p>Greek rule: Greek language and culture spread; Roman rule: Romans chose a Jewish leader for Judah, but revolts; Both: Roman and Greek rule both led to revolts."</p>
6	Teacher Edition	P. 147	Missing answer	Add: <i>"(Students' answers might include: solemn, sacred, or holy.)"</i>
6	Teacher Edition	P. 171	"ELA.RH.6.2"	Change to: "ELA.RI.6.2"
6	Teacher Edition	P. 171	Delete text	Delete: "The Spartan leaders wanted their soldiers to defend and support one another."
6	Teacher Edition	P. 181	"ran just over 26 miles"	Change to: "ran 25 miles"
6	Teacher Edition	P. 203	"HSS HI.21"	Change to: "HSS HI.2"
6	Teacher Edition	P. 210	"Temple of Delphi"	Change to: "Temple of Apollo at Delphi" (2x)
6	Teacher Edition	P. 216	Delete text	Delete: "The works they produced are described as expressing virtues like harmony and balance. Their buildings were "beautiful.""
6	Teacher Edition	P. 232	Missing answer	<p>Add: "INTEGRATING VISUAL INFORMATION"</p> <p>It supports the claim that Alexander</p>

Grade	Component Name	Page/ location	Identified error	Proposed correction
				was brave, by showing him fighting alongside his troops. It reinforces the idea that his army engaged in bloody battles.”
6	Teacher Edition	P. 248	“Gnesha” and “Gnesha’s”	Change to: “Ganesha” and “Ganesha’s”
6	Teacher Edition	P. 249	“About 563 B.C.E. when Buddha”	Change to: “after 563 B.C.E., after Buddha”
6	Teacher Edition	P. 271	“c. 250 B.C.”	Change to: “c. 250 B.C.E.”
6	Teacher Edition	P. 308	Missing answer	Add ANSWER box and text: “ INFERRING Answers may vary. Students might say that she emphasized the need for education for women because she was a woman and probably had experienced first-hand the difficulty women had in getting an education.”
6	Teacher Edition	P. 338	“Julius Caesar from Marcus Brutus”	Change to: “Julius Caesar”
6	Teacher Edition	P. 357	“Students’ definitions should align with the word’s meaning as it is used in the text.”	Change to: “A. republic—a form of government in which citizens elect their leaders B. legion—a large group of Roman soldiers C. patrician—a member of Rome’s ruling class and a wealthy landowner D. plebeian—a member of the Roman class that was below the patricians and included artisans, shopkeepers, and small farmers E. consul—one of two patricians who headed the government in the Roman republic F. veto—to reject a decision G. dictator—a ruler who led the Roman Republic during difficult times and had complete control H. civic duty—the idea that citizens have a responsibility to help their country I. latifundia—large farming estates J. <i>Pax Romana</i> —period of Roman

Grade	Component Name	Page/ location	Identified error	Proposed correction
				peace lasting from 27 B.C.E. until about 180 C.E.” Text will reflow to page 358.
6	Teacher Edition	P. 387	Missing answer	Add: “(approximately 1,000 miles)”
6	Teacher Edition	P. 404	Missing answer	Add: “ INFERRING Accept all reasonable responses. Students’ inferences might mention harsh treatment by the Romans.”
6	Teacher Edition	P. 414	Missing answer	Add: “ CHECKING FOR UNDERSTANDING 1. The church had grown large and needed to be managed so all churches practiced the same beliefs and ceremonies. 2. The laity were regular church members who supported the priests and helped manage and work for individual churches.”
6	Teacher Edition	P. 414	Missing answer	Add: “ PREDICTING His writings defined Christian beliefs and defended Christianity.”
6	Teacher Edition	P. 421	“All three leaders are responsible for spreading and upholding Christian beliefs. Priests led worship services and managed local church activities. Bishops oversaw several churches instead of one and managed the affairs of these different churches. Archbishops, similar to bishops, oversaw an entire region.”	Change to: “In Eastern churches, church leaders usually supported the decisions of the emperor and recognized the emperor as having authority over the church and the government. In the West, the pope was not content to live under the authority of emperors or kings and often quarreled with political leaders.”
6	Teacher Edition	P. 423	“ANALYZE THE TEXT”	Change to: “ 1ST THESSALONIANS ”
6	Teacher Edition	P. 423	“ANALYZE THE TEXT”	Change to: “ AMBROSE ”
6	Teacher Edition	P. 423	“ANALYZE THE TEXT”	Change to: “ SAINT JEROME ”
6	Teacher Edition	P. 423	Missing answer	Add: “ MULTIPLE PERSPECTIVES Each text reveals what life was like for early Christians. The first text is

Grade	Component Name	Page/ location	Identified error	Proposed correction
				written to encourage others, whereas the other two recount events. Paul was an early follower of Jesus. Because he also experienced persecution, he may have been more likely to write encouraging words to others. The other two Christian leaders, however, lived when the Christian church had developed a doctrine and hierarchy, leading them to discuss matters pertaining to Church daily functions.”
6	Teacher Edition	P. 430	“archeology”	Change to: “archaeology”
6	Teacher Edition	P. 435	Missing answer	Add: “(Students might describe how the early river valley civilizations and the American civilizations developed economies, languages, belief systems, and so on.)”
6	Teacher Edition	P. 439	“Describing”	Change to: “Comparing and Contrasting”
6	Teacher Edition	P. 442	Missing answer	Add: “ DETERMINING CENTRAL IDEAS Capturing the effigy represented Tikal’s and Jasaw’s renewed power over Calakmul. The people of Tikal were probably proud that after many years of weakness, their city-state was strong.”
6	Teacher Edition	P. 445	Missing answer	Add: “ INTEGRATING VISUAL INFORMATION Reasons might include to celebrate important occasions or for religious ceremonies.”
6	Teacher Edition	P. 456	“achieve Nirvana”	Change to: “achieve enlightenment”
6	Teacher Edition	P. 478	Missing answer	Add: “ DETERMINING MEANING President Johnson meant

Grade	Component Name	Page/ location	Identified error	Proposed correction
				"expressive" or "persuasive."
6	Inquiry Journal	P. 9	"AUTHOR'S PURPOSE"	Change to: "ANALYZING"
6	Inquiry Journal	P. 10	"These photos show two different kinds of stone tools from the Paleolithic era: and arrowhead and fire stones."	Change to: "This photo shows two axe heads at left and other stone tools from the Paleolithic era."
6	Inquiry Journal	P. 13	"ANALYZING MAIN IDEAS AND DETAILS"	Change to: "DESCRIBING"
6	Inquiry Journal	P. 22	"Mesopotamia's"	Change to: "Mesopotamia's"
6	Inquiry Journal	P. 25	"REREAD"	Change to: "COMPARING"
6	Inquiry Journal	P. 41	"REREAD"	Change to: "IDENTIFYING EFFECTS"
6	Inquiry Journal	P. 41	"CAUSE AND EFFECT"	Change to: "EXPLAINING EFFECTS"
6	Inquiry Journal	P. 45	First row of graphic organizer	Insert "King/pharaoh" in the "JOB" column; and insert "highest" in the "SOCIAL RANK" column
6	Inquiry Journal	P. 45	Missing portion of graphic organizer	In question 3, below the "JOB / SOCIAL RANK / LIFESTYLE: chart, insert a box with the text "CONCLUSIONS:"
6	Inquiry Journal	P. 52	"EXPLORE THE CONTEXT: This image of a vase shows a more advanced form of ancient Egyptian pottery. The earliest Egyptian pots found by archeologists were not glazed. Glazing is a process using high heat to produce shiny finish. Many of the earliest pots were black and red ware with some basic geometric designs etched on them."	Change to: "EXPLORE THE CONTEXT: This image of two dishes, a bracelet, and a small box shows pottery from the New Kingdom period of ancient Egypt. Pottery from this period was made from a ground quartz and covered with a fired glaze that was most commonly blue or green in color. Vases, small animal and human figures, and decorative wall tiles were frequently made using this difficult technique."
6	Inquiry Journal	P. 53	"REREAD"	Change to: "CITING TEXT EVIDENCE"

Grade	Component Name	Page/ location	Identified error	Proposed correction
6	Inquiry Journal	P. 53	"DESCRIBE Examine the details on the vase and describe..."	Change to: "DESCRIBING Examine the details on the dishes and bracelet and, describe..."
6	Inquiry Journal	P. 57	Graphic organizer	Delete graphic organizer
6	Inquiry Journal	P. 57	"ANALYZING KEY IDEAS AND DETAILS"	Change to: "ANALYZING INFORMATION"
6	Inquiry Journal	P. 66	"1A ANALYZING INDIVIDUALS What leaders..."	Change to: "1 RELATING EVENTS Which leaders..."
6	Inquiry Journal	P. 104	Venn diagram headings	Delete the title "Mycenaeans and Minoans"; Change "Alike" to "Mycenaeans"; Change "Different" to "Minoans"
6	Inquiry Journal	P. 119	"REREAD"	Change to: "DRAWING CONCLUSIONS"
6	Inquiry Journal	P. 125	"REREAD"	Change to: "DRAWING CONCLUSIONS"
6	Inquiry Journal	P. 129	"ANALYZING DEVELOPMENT"	Change to: "CITING TEXT EVIDENCE"
6	Inquiry Journal	P. 134	"MAIN IDEAS AND DETAILS"	Change to: "SUMMARIZING"
6	Inquiry Journal	P. 134	"REREAD"	Change to: "SUMMARIZING"
6	Inquiry Journal	P. 137	"HISTORICAL INFERENCE The verse on the papyrus is familiar to us today as a piece of a famous Greek drama. What inference can you make about how pieces of literature were shared among people in ancient Greece?"	Change to: "HISTORICAL INFERENCE The writing on the papyrus tells the story of an important battle in which a Greek fleet overpowered Persian naval forces that were much greater in number. What inference can you make about how documents such as this were shared among people in ancient Greece?"
6	Inquiry Journal	P. 137	"What conclusions can you draw about the artifact from knowing it was preserved alongside a mummy?"	Change to: "What conclusion can you draw about the artifact from knowing that it has been preserved from ancient times?"
6	Inquiry	P. 140	"REREAD"	Change to: "SUMMARIZING"

Grade	Component Name	Page/ location	Identified error	Proposed correction
	Journal			
6	Inquiry Journal	P. 151	"HISTORICAL INFERENCE "	Change to: "DRAWING CONCLUSIONS"
6	Inquiry Journal	P. 203	"2. EVALUATING EVIDENCE Evaluate what you observe in the image along with what you read in the text in Lesson 3 describing the growth of the Han Empire and the expanding trade routes. Why would there be many little shops along the entrance to the gate?"	Change to: "2. EVALUATING EVIDENCE Evaluate what you observe in the image along with what you read in the text in Lesson 3 describing the growth of the Han Empire."
6	Inquiry Journal	P. 203	"3. ANALYZING How are the sculptured images rising along the sides of the gate depicted? Describe their positions and purpose."	Change to: "3. COMPARING AND CONTRASTING How does the gateway in the image compare with the Great Wall of China in appearance and purpose?"
6	Inquiry Journal	P. 215	"IDENTIFYING CAUSES"	Change to: "IDENTIFYING EFFECTS"
6	Inquiry Journal	P. 248	"EXPLORING PLACE"	Change to: "DRAWING CONCLUSIONS"
6	Inquiry Journal	P. 254	Graphic organizer	Insert column at right labeled "Byzantine Empire"
6	Inquiry Journal	P. 282	"This artifact is made of copper and dates to around 3000 to 1000 B.C.E."	Change to: "The image shows an assortment of ancient harpoons from Hog Island, Alaska."
6	CTLQ	P. 13	"C. ransformation model"	Change to: "C. Transformation model"
6	CTLQ	P. 39	"D. Its valley and delta provide fertile soil for farming."	Change to: "D. It provides water for drinking, bathing, and growing crops."
6	CTLQ	P. 39	Question 8 and answer choices	Delete question 8 and answer choices, and renumber "9" to "8"
6	CTLQ	P. 59	"C. Bar Kochba D. Simon ben Kosibain minutes"	Change to: "C. Judas Maccabeus D. Simon ben Kosiba"
6	CTLQ	P. 188	"13. C and D"	Change to: "13. A, C, and D"
6	CTLQ	P. 190	"6. C and D"	Change to: "6. D"

Grade	Component Name	Page/ location	Identified error	Proposed correction																														
6	CTLQ	P. 203	“6. c”	Change to: “6. d”																														
6	CTLQ	P. 204	Missing answer	Add: “10. c”																														
6	CTLQ	P. 204	Missing answer	Add: “5. True” and renumber 5-8 as 6-9																														
6	CTLQ	P. 205	Missing answer	Add: “10. d”																														
6	CTLQ	P. 205	“15. b”	Change to: “15. c”																														
6	CTLQ	P. 205	Missing answers	Add: “17. All three religions are monotheistic, meaning they believe there is only one God. Also, all three religions believe that evil and suffering eventually will be replaced by goodness. 18. The kingdom of Israel is bordered to the east by the Dead Sea.” Then renumber existing 17-19 as 19-21.																														
6	Digital Program	Ch 1, L2, The Paleolithic Age, Card 5, Paleolithic Tools chart	“Olduvai George in Tanzania”	Change to: “Olduvai Gorge in Tanzania”																														
6	Digital Program	Ch 3, L2, Religion in Egypt, Card 3	The “Ancient Egyptian Embalming” interactive chart has a spelling mistake in the first pop-up: “Egyption”	Change to: “Egyptian”																														
6	Digital Program	Ch. 12, L1, Geography of the Americas, Card 3	<table><tr><th colspan="3">Highest Peaks in the United States</th></tr><tr><th>Mountain</th><th>Location</th><th>Height (in feet)</th></tr><tr><td>Denali (Mount McKinley)</td><td>Alaska</td><td>20,320</td></tr><tr><td>South Peak</td><td>Alaska</td><td>20,161</td></tr><tr><td>Churchill Peaks</td><td>Alaska</td><td>20,161</td></tr></table>	Highest Peaks in the United States			Mountain	Location	Height (in feet)	Denali (Mount McKinley)	Alaska	20,320	South Peak	Alaska	20,161	Churchill Peaks	Alaska	20,161	<table><tr><th colspan="3">Highest Peaks in the United States</th></tr><tr><th>Mountain</th><th>Location</th><th>Height (in feet)</th></tr><tr><td>*Denali (Mount McKinley)</td><td>Alaska</td><td>20,320</td></tr><tr><td>Mount Saint Elias</td><td>Alaska</td><td>18,008</td></tr><tr><td>Mount Foraker</td><td>Alaska</td><td>17,400</td></tr></table>	Highest Peaks in the United States			Mountain	Location	Height (in feet)	*Denali (Mount McKinley)	Alaska	20,320	Mount Saint Elias	Alaska	18,008	Mount Foraker	Alaska	17,400
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Grade	Component Name	Page/ location	Identified error	Proposed correction
			<p>Archdeacons Tower Alaska 19,470</p> <p>North Peak Alaska 19,470</p> <p>Mount Saint Elias Alaska 18,008</p> <p>Mount Foraker Alaska 17,320</p> <p>Mount Bona Alaska 16,358</p> <p>Mount Sanford Alaska 16,237</p> <p>Mount Blackburn Alaska 16,390</p>	<p>Mount Bona Alaska 16,500</p> <p>Mount Blackburn Alaska 16,390</p> <p>Mount Sanford Alaska 16,237</p> <p>Mount Vancouver Alaska 15,979</p> <p>Mount Churchill Alaska 15,638</p> <p>Mount Fair-weather Alaska 15,300</p> <p>Mount Hubbard Alaska 14,950</p> <p>Source: U.S. Geological Society</p> <p>*Highest peak of Mt. Denali</p>
6	Digital Program	Ch. 12, L1, Geography of the Americas, Teaching Notes, Slide 3 of 7	<p><i>“How much taller is Denali (Mount McKinley) than South Peak? (Denali [Mount McKinley] is 159 feet taller than South Peak.) What is the difference in the heights of Churchill Peaks and Mount Sanford? (The difference between the heights of Churchill Peaks and Mount Sanford is 3,924 feet.) What do all of these mountains have in common? (All of the mountains listed in the chart are in modern-day Alaska.)</i></p> <p><i>Tell students to create a fourth column to the Highest Peaks in the United States chart titled “Height (in meters).” Have students use the “Height (in feet)” column numbers to calculate each peak’s height in</i></p>	<p>Change to: <i>“How much taller is Denali (Mount McKinley) than Mount Hubbard? (Denali [Mount McKinley] is 5,370 feet taller than Mount Hubbard.) What is the difference in the heights of Mount Blackburn and Mount Sanford? (The difference between the heights of Mount Blackburn and Mount Sanford is 153 feet.) What do all of these mountains have in common? (All of the mountains listed in the chart are in modern-day Alaska.)</i></p> <p>Tell students to create a fourth column to the Highest Peaks in the United States chart titled “Height (in meters).” Have students use the “Height (in feet)” column numbers to calculate each peak’s height in</p>

Grade	Component Name	Page/ location	Identified error	Proposed correction
			<i>feet)” column numbers to calculate each peak’s height in meters. Provide the following formula to students: 1 foot = 0.3048 meter. (Denali [Mount McKinley] 6,194 m; South Peak 6,145 m; Churchill Peaks 6,145 m; Archdeacons Tower 5,955 m; North Peak 5,934 m; Mount Saint Elias 5,489 m; Mount Foraker 5,279 m; Mount Bona 4,986 m; Mount Sanford 4,949 m; Mount Blackburn 4,996 m)”</i>	meters. Provide the following formula to students: 1 foot = 0.3048 meter. (Denali [Mount McKinley] 6,194 m; Mount Saint Elias 5,489 m; Mount Foraker 5,304 m; Mount Bona 5,029 m; Mount Blackburn 4,996 m; Mount Sanford 4,949 m; Mount Vancouver 4,870 m; Mount Churchill 4,766 m; Mount Fairweather 4,663 m; Mount Hubbard 4,557 m)”
6	Digital Program	Inquiry Journal, Teacher Annotated Edition, P. 45	Graphic organizer correction	Change: Added box after graphic organizer with anno. Anno: “Students may conclude that one’s job and social ranking influenced his or her lifestyle.”
6	Digital Program	Inquiry Journal, Teacher Annotated Edition, P. 53	“people hunting and worshipping, battle scenes, animals, temples, hieroglyphs, simple, geometric designs for decoration. If there are scenes depicting Egyptian life, then those can be explained.”	Change to: “One dish has a lotus flower originating in the middle of the piece. The other dish has a fish on it. The bracelet has simple, geometric designs on it. Students may say that the Egyptians used images of common items, such as the lotus, or common activities, such as fishing, to decorate pottery.”
6	Digital Program	Inquiry Journal, Teacher Annotated Edition, P. 104	“Had kings and palaces worshipped same Earth Mother ship builders”	Change to: -Delete anno -Move text to Mycenaeans oval in graphic organizer: “Mycenaeans made golden masks for their dead kings. Mycenaean nobles [fixed spelling] lived outside the palaces on estates. Mycenaeans made leather goods, swords, and shields.”
6	Digital Program	Inquiry Journal, Teacher Annotated Edition, P. 137	“2. Student answers will vary but may include: The image contains an artifact with poetic verses on it. This helps me understand that ancient Greeks likely valued poetry as a form of literature.”	Change to: “2. Student answers will vary but might include: The image contains an artifact with a description of the battle of Salamis on it. This helps me understand that ancient Greeks likely thought this was an important battle and

Grade	Component Name	Page/ location	Identified error	Proposed correction
				they wanted to preserve information about it."
6	Digital Program	Inquiry Journal, Teacher Annotated Edition, P. 137	"3. Student answers will vary but may include: I can infer that literature was copied many times and shared among people who could read."	Change to: "3. Student answers will vary but might include: I can infer that documents were copied many times and shared among people who could read. This was a slow process, so only important cultural information was recorded."
6	Digital Program	Inquiry Journal, Teacher Annotated Edition, P. 137	"4. Student answers will vary but may include: This suggests that the writing was very valuable to the person being buried or that the artifact was considered sacred."	Change to: "Student answers will vary but might include: This document has survived for centuries, so it was treated with great care. Only important documents and items of value probably are treated with this much care and attention."
6	Digital Program	Inquiry Journal, Teacher Annotated Edition, P. 203	"2. Student answers may vary but could include: As the empire grew, trade grew; the gate may have been a grand entrance into a city; the sellers and traders would want to take advantage of those travelers by offering their wares as people came and went."	Change to: "2. During the Han Empire, trade expanded. However, the 4,000-mile-long Silk Road was rugged and full of dangers, so a city gateway would be a welcome sight to weary travelers. It also offered the promise of prosperity and merchants who would be able to peddle the travelers' goods."
6	Digital Program	Inquiry Journal, Teacher Annotated Edition, P. 203	"3. Student answers may vary but could include: it appears the people are seated or are kneeling, perhaps in prayer; maybe they are performing religious rituals."	Change to: "3. The Great Wall is immense compared with the gateway. The Great Wall was created to prevent invasions. The gateway was built to welcome those who came to the gates. It let visitors know that they were about to enter an important area."
6	Digital Program	Inquiry Journal, Teacher Annotated Edition, P. 254	"large, carefully planned city; "bread and circuses"; religious tolerance; new ideas in science, art, architecture, literature, theater, and language" "Social problems, like famine; weak government; economic problems; large empire difficult to rule, so split into two; poor	Change to: [Rise/Roman Empire] "Carefully planned city; "bread and circuses"; religious tolerance; new ideas in arts, language and science" [Fall/Roman Empire] "Social problems [fixed spelling], weak government, economic

Grade	Component Name	Page/ location	Identified error	Proposed correction
			treatment of Visigoths under protection, causing rebellion; more frequent Visigoth attacks on Rome; Vandals attacks on empire and sack of Rome"	problems, attacks by Vandals" [Rise/Byzantine Empire] "Centrally located among trade routes; easy to defend from invaders; multicultural" [Fall/Byzantine Empire] "Loss of soldiers from "Justinian's Plague"; lacked money for defending territories"
6	Digital Worksheets	C02, Vocabulary Builder Activity: Mesopotamia	Correct letters: "B."; "B."; "B."	Change to: "C."; "D."; "E."
6	Digital Worksheets	C02, Answer Key for Vocabulary Builder Activity: Mesopotamia	"city-state"	Change to: "province"
6	Digital Worksheets	C03, L03, Guided Reading Activity: Lesson 3 - Egypt's Empire	"Ramses"	Change to: "Thutmose"
6	Digital Worksheets	C08, L01, Guided Reading Activity: Lesson 1 - The Birth of Chinese Civilization	"Shang"	Change to: "Zhou"
7	Entire Program	Throughout all components	"Timeline"/"timeline"	Change to: "Time line"/"time line"
7	Entire Program	Throughout all components	"B.C."/"A.D." references	Change to: "B.C.E."/"C.E."

Grade	Component Name	Page/ location	Identified error	Proposed correction
7	Entire Program	Throughout all components	Table of Contents	Correcting entries as needed to match titles and page references throughout the book
7	Student Edition	P. iii, Authors	"Phoenix"	Change to: "Phonics"
7	Student Edition	P. iv, Academic Consultants	"Emeritia"	Change to: "Emerita"
7	Student Edition	P. iv, Academic Consultants	"MA."	Change to: "M.A."
7	Student Edition	P. HT6	"Western nations begin their calendar on the year in which Jesus was thought to have been born. The Jewish calendar begins about 3,760 years before the Christian calendar. This is the time when Jewish tradition says the world was created. Muslims date their calendar from the time their first leader, Muhammad, left the city of Makkah for Madinah. This was 622 B.C.E. in the Christian calendar."	Change to: "The most commonly used "Western" calendar was originally Christian; it begins with the year in which Jesus was thought to have been born. The Jewish calendar begins about 3,760 years before the Western calendar. This is the time when Jewish tradition says the world was created. Muslims date their calendar from the time their prophet, Muhammad, left the city of Makkah for Madinah. This was 622 C.E. in the Western calendar."
7	Student Edition	P. HT10	"physical features, such as mounts, waterways,"	Change to: "physical characteristics, such as mountains, waterways,"
7	Student Edition	P. HT16	"Like this map of Alexander's empire, special-purpose maps may also display historical information, such as battles or territorial changes."	Change to: "Like this map of the migration of early people to the Americas, special-purpose maps may also display historical information, such as routes or territorial changes."
7	Student Edition	P. HT28	"You have gathered information and answered the questions on your note cards. Then organizer your cards into categories. Once your cards are sorted, you can use them as an outline for writing your research paper."	"You must carefully review all URLs when conducting research to ensure that your sources are factual and are free of bias. You must also use your own words in your writing."
7	Student Edition	P. HT29	"All Americans have the right to seek life, liberty, and	Change to: "All Americans have the right to life, liberty, and happiness."

Grade	Component Name	Page/ location	Identified error	Proposed correction
			happiness.”	
7	Student Edition	P. 14	“Visigoths”	Change to: “Ostrogoths”
7	Student Edition	P. 25	“Judea”	Change to: “Judaea”
7	Student Edition	P. 67	“Write your answers in a paragraph.”	Change to: “Write three questions and then your answers in a paragraph.”
7	Student Edition	P. 75	“Argo”	Change to: “Arno”
7	Student Edition	P. 97	“Francis of Assis”	Change to: “Francis of Assisi”
7	Student Edition	P. 97	“uholding”	Change to: “upholding”
7	Student Edition	P. 101	“By what year did the Black Death reach Stockholm in northern Europe?”	Change to: “By what year did the Black Death reach Danzig in Northern Europe?”
7	Student Edition	P. 113	“Agnolo de Tura”	Change to: “Agnolo di Tura”
7	Student Edition	P. 113	“three cities”	Change to: “four cities”
7	Student Edition	P. 125	“1. IDENTIFYING PATTERNS What beliefs does Islam share with Judaism and Christianity? 2. EXPLAINING ISSUES Why is the Quran important in the daily life of Muslims?”	Change to: “1. IDENTIFYING CAUSES Why did Makkah’s merchants and religious leaders oppose Muhammad and his message? 2. DESCRIBING How did Muhammad establish the foundation for an Islamic state?”
7	Student Edition	P. 126	“1. IDENTIFYING CAUSES Why did Makkah’s merchants and religious leaders oppose Muhammad and his message? 2. DESCRIBING How did Muhammad establish the foundation for an Islamic state?”	Change to: “1. IDENTIFYING PATTERNS What beliefs does Islam share with Judaism and Christianity? 2. EXPLAINING ISSUES Why is the Quran important in the daily life of Muslims?”
7	Student Edition	P. 132	“Harun ar-Rashid”	Change to: “Harun al-Rashid”

Grade	Component Name	Page/ location	Identified error	Proposed correction
7	Student Edition	P. 134	"Adigranth"	Change to: "Guru Granth Sahib"
7	Student Edition	P. 147	"ancient Egypt and Kush"	Change to: "Islamic civilization"
7	Student Edition	P. 152	"Faixan"	Change to: "Faxian"
7	Student Edition	P. 156	"The Growth of Religion"	Change to: "Religion and Literature"
7	Student Edition	P. 160	"Bhakti derives from a Sanskrit word that means "to share." Since followers of bhakti choose one of the Hindu deities to express their love and devotion to, bhakti came to mean "to choose."	Change to: "Bhakti derives from a Sanskrit word root that means "to devote." Followers of bhakti express their love and devotion to their Ishtadeva, or chosen Deity, their favorite expression of the Divine."
7	Student Edition	P. 189	"Workers then collect and unravel the valuable cocoons by hand."	Change to: "In the past, workers collected and unraveled the valuable cocoons by hand. Machines are now used for this process."
7	Student Edition	P. 247	"Taniko Zenchiku"	Change to: "Komparu Zenchiku"
7	Student Edition	P. 305	"What caused a unique brand of Islam to develop in parts of Africa?"	Change to: "Why did the practice of Islam take on unique features in parts of Africa?"
7	Student Edition	P. 347	"Briathwaite"	Change to: "Braithwaite"
7	Student Edition	P. 348	". . .that the Muslim community then "elected" Abu Bakr as their rightful leader."	Change to: ". . . Abu-Bakr was then selected to be the rightful leader of the Muslim community."
7	Student Edition	P. 348	"However, a kinsman of the third leader named Mu'awiya. . ."	Change to: "However, Mu'awiya, a kinsman of the third leader, . . ."
7	Student Edition	P. 350	"Punjab, the region of India where Nanak was born and grew up, was an especially diverse place."	Change to: "Punjab, a region of South Asia divided between current-day Pakistan and India, is where Nanak grew up."
7	Student Edition	P. 353	"VERYFYING"	Change to: "VERIFYING"

Grade	Component Name	Page/ location	Identified error	Proposed correction
7	Student Edition	P. 353	"The names of these five items all begin with the "k" sound: Kesh, uncut hair (covered by a special turban); Kanga, a wooden comb to be used twice daily to keep hair untangled and tidy; Kirpan, a short ceremonial dagger only to be used in self-defense or in defense of others; . . . "	Change to: "The names of these five items all begin with the "k" sound: Kesh, uncut hair (often covered by a turban); Kanga, a wooden comb to be used daily to keep hair untangled and tidy; Kirpan, a religious article resembling a knife; . . . "
7	Student Edition	P. 357	"EXPLAINING EFFECTS"	Change to: "EXPLAINING EFFECTS"
7	Student Edition	P. 375	Move this sentence from Paragraph 1: "Michelangelo was an influential architect and poet as well as a sculptor and painter."	Place sentence in Paragraph 2 after: "Another great Renaissance artist was Michelangelo."
7	Student Edition	P. 386	"First Book of Aphorisms"	Change to: "The New Organon"
7	Student Edition	P. 396	Missing title	Insert: "New Ideas 1400–1750"
7	Student Edition	P. 412	"Franciso Pizarro"	Change to: "Francisco Pizarro"
7	Student Edition	P. 413	"DETERMING CENTRAL IDEAS"	Change to: "DETERMINING CENTRAL IDEAS"
7	Student Edition	P. 457	"a national day of mourning on April 9"	Change to: "a national day of mourning on April 7"
7	Student Edition	P. 461	"Step 2"	Change to: "Step 3"
7	Student Edition	Glossary		Correcting entries as needed to match vocabulary, definitions, and page references throughout the book
7	Student Edition	Index		Correcting entries as needed to match terms and page references throughout book
7	Teacher Edition	P. T3 Authors	"Phoenix"	Change to: "Phonics"
7	Teacher	P. T4	"Emeritia"	Change to "Emerita"

Grade	Component Name	Page/ location	Identified error	Proposed correction
	Edition	Academic Consultants		
7	Teacher Edition	Chapter, Lesson, and Inquiry Journal Planner pages		Correcting entries to match titles, page references, and activity descriptions
7	Teacher Edition	P. HT4	“Some details students may point to include the section title “Why Study History” and “Studying history also helps us develop the knowledge and skills we need to participate in public life as informed and responsible citizens. We can all be historians.””	Change to: “Some details students may point to include the section title “Why Study History?” and the sentence “Understanding the events that people experience can help us make sense of current events—things taking place today.””
7	Teacher Edition	P. HT6	“English Leaners” (2x)	Change to: “English Learners” (2x)
7	Teacher Edition	P. HT6	“means?”	Change to: “means.”
7	Teacher Edition	P. HT11	“(Students should choose Southwest, Great Plains, or the South.)”	Change to: “(Students might list the climate, landscape, or employment opportunities.)”
7	Teacher Edition	P. HT13	Missing answer	Add ANSWER box and text: “HEMISPHERES The Atlantic Ocean and the Pacific Ocean are found in the Western Hemisphere. The Indian Ocean and the Pacific Ocean are found in the Eastern Hemisphere.”
7	Teacher Edition	P. HT15	“Winkel Projection”	Change to: “Winkel Tripel Projection”
7	Teacher Edition	P. HT19	Missing answer	Add: “MAKING CONNECTIONS PERSPECTIVES Students should determine that none of the evidence can be called “fact” until the evidence has been verified.”
7	Teacher Edition	P. HT21	Missing answer	Add: “MAPS The map on the left is less precise than the one on the right and offers incorrect information. Historians

Grade	Component Name	Page/ location	Identified error	Proposed correction
				could determine what the explorers in 1500 C.E. knew of their world.”
7	Teacher Edition	P. HT26	“advisors”	Change to: “advisers”
7	Teacher Edition	P. HT30	Missing answer	Add ANSWERS box and text: “THINKING LIKE A HISTORIAN 1. Rights: what all humans are entitled to, including the freedom to express oneself in speech, to worship as one chooses, and to receive a fair trial; duties: actions people are expected to perform like obeying laws, paying taxes, and serving on juries. 2. Countries are connected by economic ties and personal travel, so events in one country can affect the U.S. Students should describe a global event and how it impacted them.”
7	Teacher Edition	P. 3	“six photos”	Change to “seven photos”
7	Teacher Edition	P. 37	“(Diocletion)”	Change to: “(Diocletian)”
7	Teacher Edition	P. 55	“1475 C.E.”	Change to: “1500”
7	Teacher Edition	P. 71	“fuedalism”	Change to: “feudalism”
7	Teacher Edition	P. 74	Missing answer	Add ANSWER box and text: “INTEGRATING VISUAL INFORMATION Rivers and wind provided power for mills.”
7	Teacher Edition	P. 83	“title, the compass rose,”	Change to: “title and the compass rose.”
7	Teacher Edition	P. 83	“(Keivan Rus)”	Change to: “(Kievan Rus)”
7	Teacher Edition	P. 89	Missing answer	Add: “(Students might say that the changes were dramatic and exciting.)”
7	Teacher	P. 89	Missing answer	Add: “SUMMARIZING Geoffrey

Grade	Component Name	Page/ location	Identified error	Proposed correction
	Edition			Malaterra states Roger was motivated by the proximity of the land to his own, material profit, and religious reasons."
7	Teacher Edition	P. 101	"Stockholm"	Change to: "Danzig"
7	Teacher Edition	P. 145	"(Ibn Sīnā)"	Change to: "(Ibn Sīnā's)"
7	Teacher Edition	P. 145	Missing answer	Add: "MULTIPLE PERSPECTIVES Ibn Sīnā stresses the importance of studying many subjects. Cities with experts and like-minded individuals are important to Ibn Khaldūn. Al-Ghazali emphasizes practicing what you have learned. Islamic civilization valued education, and scholars gave advice on how to achieve a well-rounded education."
7	Teacher Edition	P. 156	"emvironments"	Change to: "environments"
7	Teacher Edition	P. 163	"Sixteen year"	Change to: "17-year"
7	Teacher Edition	P. 171	"state of nivana"	Change to: "state of nirvana"
7	Teacher Edition	P. 189	"Possible answer: Silk is made by hand as shown in the photograph. It is more expensive to make items by hand than by machine."	Change to: "Possible answer: It takes the threads of many silkworms to manufacture silk cloth. Two or three thousand cocoons yield a pound of silk cloth."
7	Teacher Edition	P. 202	Missing answer	Add: "DRAWING CONCLUSIONS Emperors in the 1400s and 1500s banned sea trade."
7	Teacher Edition	P. 215	"DETERMING"	Change to: "DETERMINING"
7	Teacher Edition	P. 235	"an orante gold"	Change to: "an ornate gold"
7	Teacher Edition	P. 235	Missing answer	Add: "INTEGRATING VISUAL INFORMATION Student answers will vary but should note the artistry, detail, and materials that suggest

Grade	Component Name	Page/ location	Identified error	Proposed correction
				Buddhism was important in early Japan."
7	Teacher Edition	P. 283	Add answer	Add: "MULTIPLE PERSPECTIVES In the first story, corn represents the material from which humans originated. In Cushing's account, corn represents the "generation of life," the material that sustains life, and the mother and father of corn crops. In Steele and Allen's piece, corn represents a "mother's power to conceive and bring forth much maize." These stories view corn as extremely important to the lives of the people growing it. The Maya author of the creation story probably had a more thorough understanding of the importance and sacredness of corn than did Cushing, Steele, and Allen. All of the authors, however, understand that corn is an integral part of these cultures."
7	Teacher Edition	P. 305	"2. At times, the beliefs and practices of Islam contrasted with those of traditional African societies. As Africans adopted new ideas from Islam, they changed them to fit traditional ways. This blending caused a unique brand of Islam to develop in Africa."	Change to: "2. As Africans adopted new ideas from Islam, they changed them to fit their culture and traditional ways. This blending caused unique features of Islam to develop in Africa."
7	Teacher Edition	P. 322	"in Asia between the Persian Gulf and the Caspian Sea"	Change to: "in or near India"
7	Teacher Edition	P. 331	Missing answer	Add: "DETERMINING MEANING Students should use "federalism" accurately in a sentence."
7	Teacher Edition	P. 343	Missing answer	Add: "IDENTIFYING EFFECTS Sufis considered whirling an activity that promoted meditation focused on Allah."
7	Teacher Edition	P. 348	"Mohammad"	Change to: "Muhammad"

Grade	Component Name	Page/ location	Identified error	Proposed correction
7	Teacher Edition	P. 352	"The Mughul"	Change to: "The Mughal"
7	Teacher Edition	P. 357	"he first"	Change to: "the first"
7	Teacher Edition	P. 357	"have German"	Change to: "gave German"
7	Teacher Edition	P. 357	"daggar"	Change to: "dagger"
7	Teacher Edition	P. 412	Missing answer	Add: "MAKING INFERENCES Cortés sought to conquer more civilizations and gain greater wealth."
7	Teacher Edition	P. 417	"reconcile these two actions"	Change to: "discuss this contradiction"
7	Teacher Edition	P. 436	"achieve Nirvana"	Change to: "achieve enlightenment"
7	Teacher Edition	P. 458	Missing answer	Add: "DETERMINING MEANING President Johnson meant "expressive" or "persuasive.""
7	Inquiry Journal	P. 15	"ANALYING INTERACTIONS"	Change to: "ANALYZING INTERACTIONS"
7	Inquiry Journal	P. 42	"MONEY"	Change to: "ARTIFACT"
7	Inquiry Journal	P. 80	"Masoudi"	Change to: "Masu'di"
7	Inquiry Journal	P. 104	"Greek Reports of India"	Change to: "The Buddha at the Ajanta Caves"
7	Inquiry Journal	P. 145	"SUMMARZING"	Change to: "SUMMARIZING"
7	Inquiry Journal	P. 153	"David J. Lu, Japan, A Documentary History, M.E. Sharpe, 1997, pp. 27-28"	Change to: "written by Prince Naka-no-ōe and Nakatomi-no Kamatari"
7	Inquiry Journal	P. 198	"PRIMARY"	Change to: "SECONDARY"
7	Inquiry	P. 214	"Hugenot"	Change to:

Grade	Component Name	Page/ location	Identified error	Proposed correction
	Journal			"Huguenot"
7	Inquiry Journal	P. 218	"Dern"	Change to: "Byrne"
7	Inquiry Journal	P. 234	"treatiese"	Change to: "treatise"
7	Inquiry Journal	P. 243	"315"	Change to: "377"
7	Inquiry Journal	P. 264	Insert missing text	"da"
7	Inquiry Journal	P. 264	Insert missing text	"and His Viceroyalty"
7	CTLQ	P. 22	"empires"	Change to: "churches"
7	CTLQ	P. 59	"Whom did Calvinists believe should control the Church?"	Change to: "What religion did rulers of the Gupta Empire practice?"
7	CTLQ	P. 136	Incorrect map. Delete "Italy, c. 1500"	Insert map: "Islam in 1250"
7	CTLQ	P. 139	"Who came up with the concept of gravity?"	Change to: "Who published a book about the laws of gravity?"
7	CTLQ	P. 195	Missing answer	Insert: "9. a"
7	CTLQ	P. 195	Missing answer	Insert: "10. c"
7	CTLQ	P. 204	"6. c"	Change to: "6. d"
7	CTLQ	P. 206	"11. b"	Change to: "11. a"
7	Digital Program	Ch1, L2 Self-Check Quiz, Card 6 (question 5)	The answer to this question is no longer available in the narrative text.	Change to: "The interior of Hagia Sophia was decorated with ____ of saints and Byzantine emperors. A mosaics B stained glass C tombs D statues"

Grade	Component Name	Page/ location	Identified error	Proposed correction
7	Digital Program	Ch2, L1, Christianity in Europe, 5th card	Incorrect run-in header: "Argumentative Writing"	Change to: "Civic Participation"
7	Digital Program	Ch04, L3, page 5 of 5: The Mughal Empire Declines	Incorrect answer Checking for Understanding Question 1, "Bābur used gunpowder weapons that allowed him to defeat much larger armies."	Change to: "Akbar used gunpowder weapons that allowed him to defeat much larger armies."
7	Digital Program	Ch7, L1, Geography of the Americas, 3rd card,	Denali (Mount McKinley) Alaska 20,320 South Peak Alaska 20,161 Churchill Peaks Alaska 20,161 Archdeacons Tower Alaska 19,537 North Peak Alaska 19,470 Mount Saint Elias Alaska 18,008 Mount Foraker Alaska 17,320 Mount Bona Alaska 16,358 Mount Sanford Alaska 16,237 Mount Blackburn Alaska 16,390	Denali (Mount McKinley)* Alaska 20,320 Mount Saint Elias Alaska 18,008 Mount Foraker Alaska 17,400 Mount Bona Alaska 16,500 Mount Blackburn Alaska 16,390 Mount Sanford Alaska 16,237 Mount Vancouver Alaska 15,979 Mount Churchill Alaska 15,638 Mount Fairweather Alaska 15,300 Mount Hubbard Alaska 14,950 *Highest peak of Mt. Denali
7	Digital Program	Inquiry Journal, Teacher Annotated Edition, P. 79	"descendent"	Change to: "descendant"
7	Digital Program	Inquiry Journal, Teacher Annotated Edition, P. 199	"Cowries were considered valuable because they were hard to find in West Africa. Students might also note that they were considered more valuable there than gold."	Change to: "Arab traders were carrying cowries from the Maldivian Islands in the Indian Ocean to Egypt, then across the desert to the markets of sub-Saharan West Africa. Students should note that cowries were valuable in West Africa because the snail-like creatures lived in the waters of the Indian and Pacific Oceans far from West Africa."
7	Digital Program	Inquiry Journal, Teacher Annotated Edition, P. 216	"Mohammad"	Change to: "Muhammad"

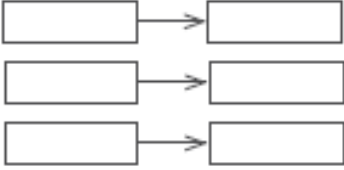
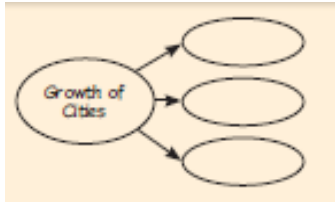
Grade	Component Name	Page/ location	Identified error	Proposed correction
7	Digital Program	Inquiry Journal, Teacher Annotated Edition, P. 217	“Safaviyva”	Change to: “Safaviyya”
7	Digital Program	Inquiry Journal, Teacher Annotated Edition, P. 238	Missing word	Insert: “example.”
7	Digital Program	Inquiry Journal, Teacher Annotated Edition, P. 243	“315”	Change to: “317”
7	Digital Worksheets	C03, Vocabulary Builder Activity: Islamic Civilization	“a water hole?”	Change to: “a fertile area in a desert?”
7	Digital Worksheets	C05, L01, Geography and History Activity: Understanding Location - Changan and Hangzhou	“First, it was situated at the point where the Huang River and the He River meet. “	Change to: “First, it was situated near the Huang He River and its largest tributary, the Wei River.”
8	Entire Program	Throughout all components	“timeline”	Correct misspelling of “time line” when found in any component
8	Entire Program	Throughout all components	Table of Contents	Correcting entries to match titles and page references throughout the book as needed for all components of the program
8	Student Edition	P. iv	“Emeritia”	Change to: “Emerita”
8	Student	P. HT1	“...throughout your study of	Change to: “...throughout your

Grade	Component Name	Page/ location	Identified error	Proposed correction
	Edition		world history.”	study of United States history.”
8	Student Edition	P. HT4	“Plimouth Plantation”	Change to: “Plimoth Plantation”
8	Student Edition	P. HT6	“...Western nations begin their calendar on the year.... This was 622 B.C.E in the Christian calendar.”	Change to: “The most commonly used “Western” calendar was originally Christian; it begins with the year in which Jesus was thought to have been born. The Jewish calendar begins about 3,760 years before the Western calendar. This is the time when Jewish tradition says the world was created. Muslims date their calendar from the time their prophet, Muhammad, left the city of Makkah for Madinah. This was 622 C.E. in the Western calendar.”
8	Student Edition	P. HT10	“These can be physical features , such as mounts , waterways, climate...”	Change to: “These can be physical characteristics , such as mountains , waterways, climate...”
8	Student Edition	P. HT28	“You have gathered information and answered the questions on your note cards. Then organize your cards into categories. Once your cards are sorted, you can use them as an outline for writing your research paper.”	Change to: “ You must carefully review all URLs when conducting research to ensure that your sources are factual and are free of bias. You must also use your own words in your writing. ”
8	Student Edition	P. HT29	“All Americans have the right to seek life, liberty, and happiness.”	Change to: “All Americans have the right to life, liberty, and happiness.”
8	Student Edition	P. 10	Quote incorrectly stated in question: “Portugal’s rulers wanted to find a new, direct route to China and India in order to build their own trading empire. ”	Change to: “Portugal’s search for new trade routes began an era of exploration that would lead to great changes for civilizations in Africa, Asia, and the Americas. ”
8	Student Edition	P. 24	Locator globe incorrect in top corner of map	Fix globe to show Atlantic Ocean, North America, Africa, and Asia
8	Student Edition	P. 33	“The Torah, the first five books of the Hebrew Bible.”	Change to: “The Torah, the first five books of the Hebrew Bible, and a menorah, used to celebrate the Jewish holiday of Hanukkah, are

Grade	Component Name	Page/ location	Identified error	Proposed correction
				shown here.”
8	Student Edition	P. 34	Locator globe incorrect in top corner of map	Fix globe to show Europe
8	Student Edition	P. 34	“Muslims also made advances in mathematics and medicine, and they introduced the system of Arabic numerals we use today. ”	Change to: “Muslims also made advances in mathematics and medicine. The Arabic numerals we use today came from Muslims who had learned them from Hindus in India. ”
8	Student Edition	P. 36	“Two Treatises of Civil Government”	Change to: “Two Treatises of Government”
8	Student Edition	P. 37	“Finally, after repeated experiments show that the hypothesis is true, then it is considered a scientific law.”	Change to: “Finally, after repeated experiments by other scientists show that the hypothesis is true, then it is considered a scientific law.”
8	Student Edition	P. 74	Incorrect direction of arrows on map	Change pointers on map between Great Britain and West Indies
8	Student Edition	P. 88	Error on primary source label: “ Adriane ”	Change to: “ Adriaen ”
8	Student Edition	P. 112	“A British patrol later captured Dawes and Revere. Another rider named Samuel Prescott carried the warning to Concord.”	Change to: “A British patrol later captured Revere, but Dawes escaped. Another rider named Samuel Prescott carried the warning to Concord.”
8	Student Edition	P. 121	Question 3: “Toward the end of the poem, Longfellow uses repetition. What does this repetition of Atime reveal about Revere?”	Change to: “Toward the end of the poem, Longfellow uses repetition in consecutive opening stanzas stating the time ‘by the village clock.’ What does this repetition of time reveal about Revere?”
8	Student Edition	P. 132	“ <i>subtily</i> : subtlety; accomplished in a devious or dishonest manner”	Change to: “ <i>subtily</i> : subtlety; cunning”
8	Student Edition	P. 143	In time line: “1778- Act of Congress prohibits import of enslaved people in U.S. ”	Change to: “1778- France becomes an ally against Britain ”
8	Student Edition	P. 161	“Roger”	Change to: “Rogers”

Grade	Component Name	Page/ location	Identified error	Proposed correction
8	Student Edition	P. 166	"Marion Francis"	Change to: "Francis Marion"
8	Student Edition	P. 204	Replace image of John Locke	Insert new image of John Locke
8	Student Edition	P. 204	"Two Treatises of Civil Government"	Change to: "Two Treatises of Government"
8	Student Edition	P. 210	"How did Americans view these attempts at government of all the people?"	Change to: "How did Americans view these attempts to create a national government that represented all citizens? "
8	Student Edition	P. 224	"that do appear"	Change to: "that do not appear"
8	Student Edition	P. 229	Replace image of voting in top corner	Insert new image of voting
8	Student Edition	P. 279	"Sedition means activities aimed at weakening the government."	Change to: "Sedition means activities aimed at encouraging rebellion against the government."
8	Student Edition	P. 295	"...transferred control of the Mississippi River from Spain to the United States."	Change to: "...transferred control of the Mississippi River to the United States."
8	Student Edition	P. 297	"Succeed"	Change to: "Secede"
8	Student Edition	P. 331	Missing pointers for steps 1 and 2 in diagram	Add pointers to diagram for steps 1 and 2
8	Student Edition	P. 351	"American musicians used new instruments such as the banjo to play American tunes..."	Change to: "American musicians used instruments such as the banjo, which was brought by enslaved Africans and modified over time. They played American tunes..."
8	Student Edition	P. 375	"Treaty of Echota"	Change to: "Treaty of New Echota"
8	Student Edition	P. 378	"...planned to cross Sioux sites of..."	Change to: "...planned to cross land near Sioux sites of..."
8	Student Edition	P. 410	"Native Americans learned to farm, weave, and other crafts. "	Change to: "Native Americans learned European ways of farming, weaving, and making other crafts."

Grade	Component Name	Page/ location	Identified error	Proposed correction
8	Student Edition	P. 416	"... <i>Charlotte</i> had transformed herself into a man. Such transformations allowed women to take advantage of some of the West's opportunities generally open only to men. Because of her famous exploits, newspapers around the country told Charley's story."	Change to: "... <i>Charlotte</i> had transformed into a man. Newspapers around the country told Charley's story. In the West, such transformations may have been made for a variety of reasons. They gave women economic opportunities open only to men, or may have enabled different experiences or social freedoms living as a man."
8	Student Edition	P. 474	"...only a few white people supported abolition."	Change to: "...only a minority of white people supported abolition."
8	Student Edition	P. 503	"...became also citizens or this new political body;"	Change to: "...became also citizens of this new political body;"
8	Student Edition	P. 506	"Write a letter to the editor of a local newspaper expressing your feelings about this case...."	Change to: "Write a letter to the editor of a local newspaper as an abolitionist expressing your opinion about this case...."
8	Student Edition	P. 523	Missing label on time line	Insert: " 1865-Civil War Ends " to the end of the time line
8	Student Edition	P. 533	Replace image of USS <i>Virginia</i>	Insert new image of USS <i>Virginia</i>
8	Student Edition	P. 588	Question 5: "...what you think Forten meant."	Change to: "...what you think Grimké meant."
8	Student Edition	P. 599	Question 18: "What were some ways white Southerners used to prevent African Americans from voting?"	Change to: "What were some methods used by white Southerners to prevent African Americans from voting?"
8	Student Edition	P. 603	Map is missing title	Insert: "Native American Lands, 1860–1890" at the top of the map
8	Student Edition	P. 658	Side margin: "Using the meanings of entrepreneur and..."	Change to: "Using the meanings of entreprendre and..."
8	Student Edition	P. 677	Question 2: "EVALUATING How does the text provide evidence of the importance of the Panama Canal's construction?"	Change to: " CONTRASTING What is the difference between a protectorate and a territory? "
8	Student	P. 678	Question 2: "Using information	Change to: " How does the text

Grade	Component Name	Page/ location	Identified error	Proposed correction
	Edition		from the text, describe how the “Rough Riders” were formed.”	provide evidence of the importance of the Panama Canal’s construction?”
8	Student Edition	P. 700	“–Harry Reece”	Change to: “–Harry Reece’s Story ”
8	Student Edition	P. 701	Replace diagram: 	Change to: 
8	Student Edition	P. 710	“...they also isolated, or cut off, Native Americans from their cultural traditions.”	Add: “For example, such schools enforced English-only education, as well as their expectations for gender roles and social practices.”
8	Student Edition	P. 711	“Yiddish is a language spoken by some Jewish people.”	Change to: “Yiddish was and still is a language spoken by some Jews of Eastern European heritage. ”
8	Student Edition	P. 731	Question 6: “After you have writing , discuss the...”	Change to: “After you both have finished , discuss the...”
8	Student Edition	P. 741	“April 9 ”	Change to: “April 7 ”
8	Student Edition	P. 749	“ <i>Succession</i> ”	Change to: “ <i>Secession</i> ”
8	Student Edition	Glossary		Correcting entries as needed to match vocabulary and page references throughout the book
8	Student Edition	Index		Correcting entries as needed to match terms and page references throughout book
8	Teacher Edition	Lettered teacher pages preceding each chapter	Chapter, Lesson, and Inquiry Journal Planner Pages	Correcting entries to match titles, page references, and activity descriptions throughout the book

Grade	Component Name	Page/ location	Identified error	Proposed correction
		opener		
8	Teacher Edition	P. HT4	“Some details students may point to include the section title “Why Study History” and “Studying history also helps us develop the knowledge and skills we need to participate in public life as informed and responsible citizens. We can all be historians.”	Change to: “Some details students may point to include the section title “Why Study History?” and the sentence “Understanding the events that people experience can help us make sense of current events—things taking place today.”
8	Teacher Edition	P. HT11	“Students should choose Southwest, Great Plains, or the South. ”	Change to: “Students should mention positive features of the area, such as climate, landscape, or employment opportunities. ”
8	Teacher Edition	P. HT13	Missing answer	Add ANSWERS box and text: “Western: Pacific and Atlantic; Eastern: Indian and Pacific”
8	Teacher Edition	P. HT15	“...following the Mercator, Robinson, and Winkel Projections as...”	Change to: “...following the Mercator, Robinson, and Winkel Tripel Projections as...”
8	Teacher Edition	P. HT19	Missing answer	Insert: “MAKING CONNECTIONS PERSPECTIVES Students should determine that none of the evidence can be called “fact” until the evidence has been verified.
8	Teacher Edition	P. HT21	Missing answer	Insert: “MAPS The map on the left is less precise than the one on the right and offers incorrect information. Historians could determine what the explorers in 1500 C.E. knew of their world.”
8	Teacher Edition	P. HT26	“...an important moment that rippled...” and “ The moment accompanied... ”	Change to: “An important movement that rippled” and “ The movement caused... ”
8	Teacher Edition	P. HT30	Missing answer	Insert: “THINKING LIKE A HISTORIAN 1. Rights: what all humans are entitled to, including the freedom to express oneself in speech, to worship as one chooses, and to receive a fair trial; duties: actions people are expected to perform like

Grade	Component Name	Page/ location	Identified error	Proposed correction
				obeying laws, paying taxes, and serving on juries. 2. Countries are connected by economic ties and personal travel, so events in one country can affect the U.S. Students should describe a global event and how it impacted them."
8	Teacher Edition	P. 3	"explortains"	Change to: "explorations"
8	Teacher Edition	P. 4	"Leondardo"	Change to: "Leonardo"
8	Teacher Edition	P. 10	Answer missing	Insert: "EXPLAINING- With it, the ship was able to take advantage of wind even when it was blowing perpendicular to the direction the crew wanted to go."
8	Teacher Edition	P. 33	Remove: "Religion; Judaism; Christianity and Judaism encouraged moral principles, treating all fairly, and preserving knowledge, reason emphasized the idea of natural law and how it applied to humans in all parts of life."	Insert: "Science: scientists like Copernicus believed the planets orbited the sun; advances could only be made through mathematics and experimentations, launching the Scientific Revolution; the scientific method was developed"
8	Teacher Edition	P. 42	"Mississippe"	Change to: "Mississippi"
8	Teacher Edition	P. 49	"...describing what they found in Raleigh ."	Change to: "...describing what they found in Roanoke ."
8	Teacher Edition	P. 50	Missing answer	Insert: "ANALYZING VISUALS Yes, because White was drawing things that he actually saw."
8	Teacher Edition	P. 52	Answer #4: "Powhaten"	Change to: "Powhatan"
8	Teacher Edition	P. 70	"except"	Change to: "excerpt"
8	Teacher Edition	P. 73	"Slavey"	Change to: "Slavery"
8	Teacher Edition	P. 130	"Pain"	Change to: "Paine"

Grade	Component Name	Page/ location	Identified error	Proposed correction
8	Teacher Edition	P. 202	"constutional"	Change to: "constitutional"
8	Teacher Edition	P. 202	"Franlin's"	Change to: "Franklin's"
8	Teacher Edition	P. 212	Missing answer	Insert: "F. Northwest Ordinance creates the Northwest Territory (July 1787)"
8	Teacher Edition	P. 222	"The two governments are the State and Federal government. Students should provide a few specific examples of the various powers assigned to the two governments."	Change to: "Executive: veto power, appoint judges; Legislative: impeach president or judges, override veto, reject appointments, review treaties; Judicial: declare presidential or legislative acts unconstitutional"
8	Teacher Edition	P. 294	"Chief Justice in the Supreme Court"	Change to: "Chief Justice of the Supreme Court"
8	Teacher Edition	P. 305	Missing answer	Insert: "Both entries describe the challenges the party faced related to nature, such as the roughness of the rivers, storms and rain, and treacherous landscape."
8	Teacher Edition	P. 312	"Gevernor"	Change to: " G overnor"
8	Teacher Edition	P. 438	"1880"	Change to: "1800"
8	Teacher Edition	P. 474	"bibliography"	Change to: "biography"
8	Teacher Edition	P. 476	"1851"	Change to: "1850"
8	Teacher Edition	P. 489	"the states north of the red boundary line "	Change to: "the states that are yellow "
8	Teacher Edition	P. 489	"It separates free and slave states"	Change to: "the Union and the Confederacy"
8	Teacher Edition	P. 506	"Students may either argue pro or con regarding <i>Dred Scott v. Sandford</i> , and should mention facts from the lesson in their letter."	Change to: "Students' letters should reflect a clear understanding of the court case using facts from the lesson."

Grade	Component Name	Page/ location	Identified error	Proposed correction
8	Teacher Edition	P. 510	"...notice that Missouri, Kentucky, and West Virginia bordered..."	Change to: "...notice that Missouri, Kentucky, West Virginia, Maryland, and Delaware bordered..."
8	Teacher Edition	P. 530	"...the perspectives of young enlistees for both sides, and accurately portray the two sides' different reasons for enlisting and hopes for the war."	Change to: "...the strengths and weaknesses of each side as the war began, with appropriate music and interesting visuals."
8	Teacher Edition	P. 559	Missing answer	Insert: "The authors quoted add the human perspective to the events in the text. The authors give first-person accounts of the events."
8	Teacher Edition	P. 570	Missing answer	Insert: "The First Reconstruction Act passed in 1867. Reconstruction ended in 1877, ten years after the First Reconstruction Act passed."
8	Teacher Edition	P. 637	"...U.S. forces go on the defensive..."	Change to: "...U.S. forces go on the offensive..."
8	Teacher Edition	P. 639	"...produce west and manufactured goods east,..."	Change to: "produce east and manufactured goods west..."
8	Teacher Edition	P. 677	"The text provides statistical data showing how the canal's completion dramatically shortened the distance that cargo ships had to travel to move between the Atlantic and the Pacific Oceans."	Change to: "A protectorate is an independent country under the control of another country. A territory is not independent and is completely controlled by another country."
8	Teacher Edition	P. 678	"Theodore Roosevelt joined the army to fight in Cuba and formed the regiment called the Rough Riders. The regiment consisted of volunteers, most of whom were former college students and cowhands."	Change to: "The text provides statistical data showing how the canal's completion dramatically shortened the distance that cargo ships had to travel to move between the Atlantic and the Pacific Oceans."
8	Teacher Edition	P. 687L	"as"	Change to: "ask"
8	Teacher Edition	P. 704	"Summarizing"	Change to: "Identifying"
8	Teacher Edition	P. 706	"Paragraphs should include the idea that new bridges and improvements such as trolleys"	Change to: "Student paragraphs will vary but should identify one positive and one negative effect of"

Grade	Component Name	Page/ location	Identified error	Proposed correction
			or streetcars connected parts of the city, making it possible to live in the suburbs and commute to the city. They also made it easier for people and goods to move around within the city itself."	urban growth and should be developed with details found in the text or accounts from the student's own experience."
8	Teacher Edition	P. 714	"Reading for entertainment increased. There was new interest in sports—in both watching and participating in them—and theater and movies became popular, as did jazz and other kinds of music."	Change to: "Writers of the era began to explore new themes and subjects, with realism and regionalism predominant among them. Their works contained characters with challenges and in settings familiar to their readers."
8	Teacher Edition	P. 716	Missing answer	Insert: "Reformers wanted the Seventeenth Amendment to eliminate the influence of corrupt party bosses and big business on the state legislatures, shifting the responsibility of choosing senators from the legislature to the voters."
8	Teacher Edition	P. 725	Missing answer	Insert: "Progressives were disappointed in Taft because he failed to fight for a lower tariff and because he changed some conservation policies to favor business."
8	Teacher Edition	P. 742	Missing answer	Insert: "DETERMINING MEANING President Johnson meant "expressive" or "persuasive.""
8	Inquiry Journal	P. 16	" <i>ndispensable</i> : absolutely necessary"	Change to: " <i>indispensable</i> : absolutely necessary"
8	Inquiry Journal	P. 28	" <i>apt</i> : quick"	Change to: " <i>apt</i> : likely "
8	Inquiry Journal	P. 52	"photograph"	Change to: "illustration" (3 times)
8	Inquiry Journal	P. 53	"photograph"	Change to: "illustration" (3 times)
8	Inquiry Journal	P. 62	"As its name implied,..."	Change to: "As its name implies,..."

Grade	Component Name	Page/ location	Identified error	Proposed correction
8	Inquiry Journal	P. 62	"Meetinghouses were used for religious serves ..."	Change to: "Meetinghouses were used for religious services ..."
8	Inquiry Journal	P. 73	"—Louis Coulon de Villiers, from his journal describing the attack on Fort"	Change to: "—Louis Coulon de Villiers, from his journal describing the attack on Fort Necessity "
8	Inquiry Journal	P. 110	Question 3 Chart: Foreign Individuals Who Helped During the American Revolution--missing headings for first two columns	Insert headings "Person" for first column, "Country" for second column
8	Inquiry Journal	P. 113	" furrows: foolishness "	Change to: " furrows: rows in soil in which seeds are planted "
8	Inquiry Journal	P. 114	"Primary Source: Song "	Change to: "Primary Source: Letter "
8	Inquiry Journal	P. 140	"Directions: Read these excerpts from the Bill of Rights Enshrined by the Northwest Ordinance. "	Change to: "Directions: Read these excerpts regarding the individual rights guaranteed in the Northwest Ordinance. "
8	Inquiry Journal	P. 141	"Which sentence from the Bill of Rights shows that the federal government..."	Change to: "Which sentence shows that the federal government..."
8	Inquiry Journal	P. 141	"What were the policies in the Bill of Rights regarding Native Americans?"	Change to: "What were the policies regarding Native Americans?"
8	Inquiry Journal	P. 158	"Search for evidence in Chapter 4 , Lesson 1..."	Change to: "Search for evidence in Chapter 6 , Lesson 1..."
8	Inquiry Journal	P. 158	"Key Principles of the U.S. Constitution"	Change to: "Key Principles of the U.S. Constitution"
8	Inquiry Journal	P. 160	"He wanted to start the convention with an agenda prepared so that they delegates would..."	Change to: "He wanted to start the convention with an agenda prepared so that the delegates would..."
8	Inquiry Journal	P. 160	"Primary Source: Book "	Change to: "Primary Source: Essay "
8	Inquiry Journal	P. 164	"Search for evidence in Chapter 4 , Lesson 2..."	Change to: "Search for evidence in Chapter 6 , Lesson 2..."
8	Inquiry Journal	P. 188	"Read the following article. "	Change to: "Read the following excerpt. "

Grade	Component Name	Page/ location	Identified error	Proposed correction
8	Inquiry Journal	P. 188	"In the following article , William Loughton Smith,..."	Change to: "In the following essay , William Loughton Smith,..."
8	Inquiry Journal	P. 188	"Primary Source: Article "	Change to: "Primary Source: Essay "
8	Inquiry Journal	P. 188	" <i>accrued</i> : burdened "	Change to: " <i>accrued</i> : resulted "
8	Inquiry Journal	P. 189	"— Williamm Loughton Smith, South Carolina Congressman, in a letter dated October 8, 1796 "	Change to: "— William Loughton Smith, South Carolina Congressman, Letters of Phocion "
8	Inquiry Journal	P. 200	"Read this excerpt from a new the accompanying questions."	Change to: "Read this excerpt from a newspaper editorial and then answer the accompanying questions."
8	Inquiry Journal	P. 210	Political cartoon titled "The Happy Effects of that Grand System of Shutting Ports Against the English" was incorrectly placed	Change to political cartoon titled "The Present State of Our Country"
8	Inquiry Journal	P. 220	"Review the evidence you gathered in Chapter 4 ."	Change to: "Review the evidence you gathered in Chapter 8 ."
8	Inquiry Journal	P. 225	Incorrect numbering and missing directions line	Above the last chart on page, insert: "5 Complete the cause-and-effect chart below."
8	Inquiry Journal	P. 237	"The Convention of 1818 set the boundary of the Louisiana Territory between the United States and Canada at the 49th parallel."	Change to: "The Convention of 1818 set the boundary of the Louisiana [blank write-on line] between the [blank write-on line] and [blank write-on line] at the 49th parallel." (Answers were incorrectly set in the question.)
8	Inquiry Journal	P. 248	"In 1928 opponents of Jackson..."	Change to: "In 1828 opponents of Jackson..."
8	Inquiry Journal	P. 256	"Primary Source: Transcript of a Dramatic Reading "	Change to: "Primary Source: Letter "
8	Inquiry Journal	P. 256	"In 1890, on his 80th birthday, Private John G. Burnett recorded a dramatic reading of his account of being ordered to accompany the Cherokee in	Change to: "In 1890, on his 80th birthday, Private John G. Burnett wrote a letter to his children describing his experiences after he had been ordered to accompany

Grade	Component Name	Page/ location	Identified error	Proposed correction
			their removal westward. The recording was made available publicly as a phonograph record. The name of the record and where it was sold or played is no longer known. The excerpted transcript below comes from a cassette tape recording of the now lost record."	the Cherokee in their removal westward. Burnett's moving account was recorded many years later by famous country musician Johnny Cash. Cash supported Native American causes, and his spoken-word recording honored the memory of the native peoples involved in the removal."
8	Inquiry Journal	P. 260	"Analyze the political cartoon below and carefully read..."	Change to: "Analyze the political illustration below and carefully read..."
8	Inquiry Journal	P. 260	"Primary Source: Political Cartoon "	Change to: "Primary Source: Political Illustration "
8	Inquiry Journal	P. 260	Political illustration showing Harrison campaign parade was incorrectly placed	Change to political illustration showing Van Buren in "log cabin trap"
8	Inquiry Journal	P. 260	"Martin Van Buren was known by members of his party as "Old Kinderhook" because he came from the town of Kinderhook, NY. At convention, his followers often chanted "O.K!" which evolved to become our present-day expression, "Okay." Andrew Jackson was nicknamed "Old Hickory." A Democratic newspaper tried to discredit Harrison as too old to be president. They described him as someone who sits in his log cabin drinking hard cider and collecting his retirement pension."	Change to: "Martin Van Buren was known by members of his party as "Old Kinderhook" because he came from the town of Kinderhook, NY. His predecessor, Andrew Jackson, was nicknamed "Old Hickory." A Democratic newspaper tried to discredit Van Buren's Whig opponent, William Henry Harrison, as too old to be president. They described him as someone who sits in his log cabin drinking hard cider and collecting his retirement pension. The illustration shown here is from the sheet music for a pro-Harrison song."
8	Inquiry Journal	P. 262	"Primary Source: Book "	Change to: "Primary Source: Song "
8	Inquiry Journal	P. 271	"What would you have found at the end of the tongue? "	Change to: "What provided the power to move the prairie schooner? "
8	Inquiry Journal	P. 276	"Spanish Land Grant, 1818"	Change to: "Florida Land Claim, 1827"
8	Inquiry	P. 276	"Spain encouraged settlement	Change to: "Spain encouraged

Grade	Component Name	Page/ location	Identified error	Proposed correction
	Journal		in Florida by granting, or giving away, land. This land grant was made to Geronimo Alvarez in 1818."	settlement in Florida by granting, or giving away, land. After Florida became a possession of the United States, landowners there had to confirm their land claims. The map shown here was part of a land claim filed on behalf of Geronimo Alvarez."
8	Inquiry Journal	P. 276	"Primary Source: Spanish Land Grant "	Change to: "Primary Source: Government Document "
8	Inquiry Journal	P. 276	Image showing the wrong page of Florida Land Claim was incorrectly placed.	Change image to correct page of Land Claim showing map of property.
8	Inquiry Journal	P. 277	" This land grant came from the Spanish government, but it was written in English. What might you infer from this?"	Change to: " This map from a land claim being presented to the U.S. government has notations written in Spanish. What might you infer from this?"
8	Inquiry Journal	P. 277	"Land Use of a Spanish Land Grant in Florida"	Change to: "Land Uses Shown on Florida Claim"
8	Inquiry Journal	P. 278	"The bravery is best expressed by a commander of the forces there, Stephen F. Austin. (Austin, the capital of Texas, is named for him.)"	Change to: "The bravery is best expressed by a commander of the forces there, William Barret Travis. "
8	Inquiry Journal	P. 278	"...under General Santa Anna, Austin sent a messenger..."	Change to: "...under General Santa Anna, Travis sent a messenger..."
8	Inquiry Journal	P. 278	"Primary Source: Victory or Death "	Change to: "Primary Source: Letter "
8	Inquiry Journal	P. 278	Missing last line of attribution	Insert: "February 24, 1836"
8	Inquiry Journal	P. 320	" <i>hand</i> : someone who works on the field "	Change to: " <i>hand</i> : farm worker "
8	Inquiry Journal	P. 328	"(pxhysical)"	Change to: "(physical)"
8	Inquiry Journal	P. 328	"Below are an excerpt from Mann's annual report that sparked a formal response by the Boston Masters, followed by a response from Joseph	Change to: "Below is an excerpt from Mann's annual report that sparked a formal response by the Boston Masters. On the next page, there is a response from

Grade	Component Name	Page/ location	Identified error	Proposed correction
			Hale, a schoolmaster in....”	Joseph Hale, a schoolmaster in....”
8	Inquiry Journal	P. 362	“ <i>license</i> : freeness ”	Change to: “ <i>license</i> : freedom to act ”
8	Inquiry Journal	P. 390	“ <i>demagogues</i> : speakers who attempt to motivate people to act ”	Change to: “ <i>demagogues</i> : leaders who use false information and empty promises to persuade people ”
8	Inquiry Journal	P. 398	“Search for evidence in Chapter 15, Lesson 4 to help you....”	Change to: “Search for evidence in Chapter 15, Lesson 5 to help you....”
8	Inquiry Journal	P. 400	“ <i>stand from under</i> : escape something falling down on you ”	Change to: “ <i>stand from under</i> : take caution, beware ”
8	Inquiry Journal	P. 418	“Use the excerpt from the document below to answer....”	Change to: “Use the excerpt from the interview to answer....”
8	Inquiry Journal	P. 418	“Primary Source: Government Document ”	Change to: “Primary Source: Interview ”
8	Inquiry Journal	P. 420	“ 3 Identifying Points of View ”	Change to: “ 3 Determining Meaning ”
8	Inquiry Journal	P. 421	“ 5 Disadvantages of the Sharecropping System ”	Change to: “ 5 Identifying Effects ”
8	Inquiry Journal	P. 431	“What gives comfort to the speaker of this poem?”	Change to: “What gives comfort to the writer of this poem?”
8	Inquiry Journal	P. 431	“Do you think the speaker has any “new ideas” about Jim Crow?”	Change to: “Do you think the writer has any “new ideas” about Jim Crow?”
8	Inquiry Journal	P. 463	“For example, one question might be: did industry change the lives of workers?”	Change to: “For example, one question might be: How did industry change the lives of workers?”
8	Inquiry Journal	P. 507	“How do you think New Yorkers felt about the Woolworth Building when it was complete ?”	Change to: “How do you think New Yorkers felt about the Woolworth Building when it was completed ?”
8	CTLQ	P. 21	“exploration”	Change to: “exportation”
8	CTLQ	P. 36	In chart, date for Connecticut is shown as “1635”	Change to: “1636”

Grade	Component Name	Page/ location	Identified error	Proposed correction
8	CTLQ	P. 91	"11. Who developed the Virginia Plan,..."	Question belongs in previous chapter; change to following question from digital test bank: "11. For an amendment to be ratified, it must be approved by what fraction of the states?"
8	CTLQ	P. 182	Question 10, answer C: "He established the American Anti-Slavery Society, which grew to more than 1,000 branches."	Change to: "He established both the New England and the American Anti-Slavery Societies, which grew to more than 1,000 branches."
8	CTLQ	P. 187	Question 1: "Who was the Quaker woman who gave lectures calling for temperance, peace, workers' rights, and abolition?"	Change to: "Who was the woman active in movements promoting temperance, suffrage, equal pay, and abolition?"
8	CTLQ	P. 199	"activities"	Change to: "activists"
8	CTLQ	P. 241	"Nez Pierce"	Change to: "Nez Perce"
8	CTLQ	P. 294	"18. B and D "	Change to: "18. B and C "
8	CTLQ	P. 300	"5. C "	Change to: "5. B "
8	CTLQ	P. 318	"10. B "	Change to: "10. C "
8	CTLQ	P. 335	"20. presidios, pueblos, missions"	Place under Multiple Choice; change to: "20. a"
8	CTLQ	P. 335	"21. tenant farmer"	Place under Multiple Choice; change to: "21. c"
8	CTLQ	P. 335	"23. Correct answers should include: Spain was interested in wealth, settlements, and spreading Christianity. Portugal wished to increase trade."	Change to: "23. tenant farmer"
8	CTLQ	P. 335	Missing answers	Insert: "24. one" "25. Their motivations differed with Spain focusing its interests on settlements, wealth, and spreading Christianity, while Portugal was mainly interested in trade."
8	CTLQ	P. 336	"16. a"	Change to: "16. b "
8	CTLQ	P. 336	"18. b"	Place under Short Answer; change

Grade	Component Name	Page/ location	Identified error	Proposed correction
				to: "18. farming"
8	CTLQ	P. 336	"19. Maryland and Georgia"	Change to: "19. New England has many rivers."
8	CTLQ	P. 336	"20. 6"	Change to: "20. Government must respect civil liberties, or the rights belonging to all citizens."
8	CTLQ	P. 336	21. "playful one"	Change to: "21. Men and boys planted crops, tended livestock, and built homes and barns. Women and girls did the cooking, cleaning, laundry, and took care of the children."
8	CTLQ	P. 336	"22. democratic or representative"	Change to: "22. It inspired religious freedom and led to the formation of many types of churches. The strength of traditional churches declined."
8	CTLQ	P. 336	"23. Correct answers should include: The Quakers did not . . ."	Make this the answer to question 24.
8	CTLQ	P. 336	Missing answer	Insert: "23. representative government and democratic principles"
8	CTLQ	P. 337	Missing answers	Insert: "7. They are born free and have a natural right to freedom." "8. friends, parents, country, marriage, children" "9. a natural right to freedom"
8	CTLQ	P. 337	"7. Correct answers should include an overview . . ."	Renumber as question 10
8	CTLQ	P. 338	"20. Correct answers should include: Virginia seems ..."	Change to: "20. The Native Americans were so important because they occupied the Ohio River Valley, the region of interest to both the French and the British. The French were not interested in taking the land away from the Native Americans but had established a relationship based on trade. The British wanted the resources and the land for

Grade	Component Name	Page/ location	Identified error	Proposed correction
				settlement. Therefore, the French had the advantage.”
8	CTLQ	P. 340	“9. a”	Change to: “9. b”
8	CTLQ	P. 343	“9. c”	Change to: “9. d”
8	CTLQ	P. 344	“6. Embargo Act of 1807”	Change to: “6. Correct answers should include: Many French and British merchant ships remained at home to avoid being destroyed or captured by enemy ships. This allowed American shippers to increase trade.”
8	CTLQ	P. 344	“10. Correct answers should include: Many French....”	Change to: “10. Henry Clay and John Calhoun”
8	CTLQ	P. 349	“1. b”	Change to: “1. d”
8	Digital Program	C04, L2, Self-Check Quiz	Mislabeled title	Change to “The War Continues”
8	Digital Program	C05 L2 The Constitutional Convention, Presentation Image: William Patterson	Title is “Patterson,” but should be spelled “Paterson.”	Change to “Paterson” in title. Spelled correctly in text on card. Also fix Course title.
8	Digital Program	C04, Digital Worksheet-Hands On Chapter Project	Page 1 “Copies of “Paul Revere’s Ride”	Change to: “Copies of “Paul Revere’s Ride found in the student edition American Literature feature. ”
8	Digital Program	C09, Digital Worksheet-Hands On Chapter Project, Page 1	“To learn how the United States grew and changed immediately following the Louisiana Purchase by creating a scrapbook page depicting one aspect of U.S. growth and expansion following the Jefferson Era.”	Change to: “Students will create a scrapbook page depicting one aspect of U.S. growth and expansion, such as with the development of transportation, the Industrial Revolution, or the Missouri Compromise.”
8	Digital Program	C09, Digital Worksheet-Hands On	Page 2: “Tell students that they will be working in small groups to create a scrapbook page	Change to: “Tell students that they will be working in small groups to create a scrapbook page depicting

Grade	Component Name	Page/ location	Identified error	Proposed correction
		Chapter Project Technology Extension	<p>depicting the growth and expansion experienced by the United States immediately following the Jeffersonian era. Along with their pages, students will provide a bibliography of their sources.</p> <p>Activate Background Knowledge Hold a class discussion about how cultures spread to help students think about methods by which people and ideas move from one part of the world to another. Possible methods include: Modes of transportation—railroad development, canal's, opening of Mississippi River to American commerce Modes of communication—Postal Service, telegrams (1844 or later) Attitude of exploration—certain individuals are predisposed to take risks and resist the "ordinary life" Military service—members of the military travel in service to their nation: War of 1812 took members of American military into western territories</p>	<p>topics dealing with the growth and expansion experienced by the United States through the development of transportation, the Industrial Revolution, or the Missouri Compromise.</p> <p>Activate Background Knowledge Hold a class discussion about how geography influences economics, technology, and growth. Modes of transportation --railroad development, canals, roadways to travel through different environments Inventions --improved agriculture and industry methods adapted to the environment Expansion - new regions brought new geological, political, and cultural challenges</p>
8	Digital Program	C10, L2 Digital Worksheet-- Guided Reading	"Why was it a hardship for the Native Americans to move?"	"What objections did the Native Americans have to their forced move?"
8	Digital Program	Inquiry Journal, Teacher Annotated Edition, P. 237	"The Convention of 1818 set the boundary."	Change to: "Territory; United States; Canada"
8	Digital Program	Inquiry Journal, Teacher Annotated Edition, P. 271	"iron"	Change to: "Possible responses include wood, iron, or other metals."

Grade	Component Name	Page/ location	Identified error	Proposed correction
8	Digital Program	Inquiry Journal, Teacher Annotated Edition, P. 277	"Answers may vary. That the recipient read or spoke English, that English was the language of international business, and so on."	Change to: "Answers may vary. Students may suggest that the person claiming the land is Spanish, or received the land in Florida from the Spanish. "
8	Digital Program	Inquiry Journal, Teacher Annotated Edition, P. 277	"being granted"	Change to: "being claimed "
8	Digital Program	Inquiry Journal, Teacher Annotated Edition, P. 327	Annos in chart	Change as follows: Thoreau row, Civil Disobedience column: change "Anti-war protest" to " Civil Disobedience "; Dlx row, Connection to Nature column: delete "writing" and leave cell blank; Thoreau row, Connection to Nature column: change " <i>Leaves of Grass</i> " to " writing "; Whitman row, Connection to Nature column: change " <i>Hiawatha</i> " to " Leaves of Grass "; Longfellow row, Connection to Nature column: add " Hiawatha "
8	Digital Program	Inquiry Journal, Teacher Annotated Edition, P. 447	"fireplace, since there is"	Change to: "fireplace or a wood-burning stove ; there is"
8	Digital Program	Inquiry Journal, Teacher Annotated Edition, P. 447	"Horses and a dog. The horses were used for transportation and perhaps plowing. The dog might have been a watchdog or a hunting dog."	Change to: " Dogs and chickens; the dogs may have been hunting or herding dogs. The chickens were probably used for eggs and food. "

National Geographic Learning, *National Geographic World History*, Grades Six through Eight

Program Summary:

National Geographic World History includes: Student Edition (SE), Teacher Edition (TE).

Recommendation:

National Geographic World History is recommended for adoption because the instructional materials include content as specified in the *History–Social Science Content Standards for California Public Schools* and meet all the criteria in category 1 with strengths in categories 2–5.

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

The program supports instruction designed to ensure that students master all the *History–Social Science Content Standards* for the intended grade level(s), and meets all of the evaluation criteria in category 1.

Citations:

- Criterion #1: Grade 6, SE pp. 262-267 and 276-277; Grade 7 SE pp. 356-359; Grade 8, SE pp. 100-101, 104-105, and 150-151; Grade 8, TE pp. T10-T24 Correlations Chart
- Criterion #6: Grade 6, SE pp. 30-31 and 77
- Criterion #8: Grade 8, SE pp. 4-11 The Story of a Continent
- Criterion #9: Grade 7, SE p. 87 Observations by an Assyrian King, SE p. 73 The Epic of Gilgamesh
- Criterion #13: Grade 8, SE p. 271, TE pp. 203, 259, and 537

Criteria Category 2: Program Organization

The organization and features of the instructional materials support instruction and learning of the standards.

Citations:

- Criterion #2: Grade 6, TE pp. 68-69
- Criterion #6: Grade 8, TE TOC pp. xviii-xxi
- Criterion #8: Grade 6, SE pp. 81, 100, 180, and 294
- Criterion #10: Grade 7, TE pp. 103, 183, and 357

Criteria Category 3: Assessment

The instructional materials provide teachers with assistance in using assessments for planning instruction and monitoring student process toward mastering the content.

Citations:

- Criterion #1: Grade 6, SE pp. 45, 125, and 267
- Criterion #4: Grade 7, TE Digital Teacher Resource Menu, Assessment tab to view program assessments
- Criterion #6: Grade 8, SE pp. 211, 291, and 471
- Criterion #8: Grade 7, SE p. 361 and pp. 398-399

Criteria Category 4: Universal Access

Program materials ensure universal and equitable access to high-quality curriculum and instruction for all students and provide teachers with suggestions for differentiation for students with special needs.

Citations:

- Criterion #2: Grade 7, TE pp. 385-387
- Criterion #7: Grade 6, TE pp. 166-167 and 174-175
- Criterion #9: Grade 8, TE p. 213D Word Wall, use pronunciation keys
- Criterion #10: Grade 8, TE pp. T6-T9

Criteria Category 5: Instructional Planning and Support

The instructional materials contain a clear road map for teachers to follow when planning instruction and are designed to help teachers provide effective standards-based instruction and ensure opportunities for all students to learn the essential skills and knowledge specified in the standards.

Citations:

- Criterion #2: Grade 6, TE pp. 244-245
- Criterion #4: Grade 8, TE p. 261
- Criterion #9: Grade 8, TE p. 255
- Criterion #13: Grade 7, TE pp. 69, 115, 119, 127, 217, 313, and 363

Edits and Corrections:

The following edits and corrections must be made as a condition of adoption:

1. Grade 6, SE/TE p. 326: "The work describes Dante's long journey to heaven led in part by the ancient poet Virgil." Should read "The work describes Dante's long journey led in part by the ancient poet Virgil."
2. Grade 6, TE p. 86: there are some misprinted fonts under Interpret Charts and Analyze Resources.
3. Grade 6, SE/TE p. 170: "Another man called Laozi is believed to have lived around the same time as Confucius." Should read "Another thinker called Laozi is believed to have lived around the same time as Confucius."
4. Grade 6, SE/TE p. 150: The pronunciation of the names of the Hindu Epics place emphasis on the wrong syllabus. Mahabharata should be MAH-ha-BHAR-ah-tah and Ramayana should be Rah-MAH-yah-nah.
5. Grade 8, SE/TE p. 618: "Sikhs (SEEKS) are followers of a religion called Sikhism, which was established in India in the mid-1400s." Should read "Sikhs (SEEKS or SIKZ) are followers of a religion called Sikhism, which was established in India around 1500."
6. Grade 8, SE/TE p. 618: "About 7,000 Hindu and Sikh immigrants came from India to the United States..." Should read About 7,000 Hindu, Muslim, and Sikh immigrants came from India to the United States..."
7. Grade 8, SE/TE p. 618: "Built in 1915 in Stockton, California, this Sikh temple was the first permanent Indian religious building in the United States." Should read "Built in 1915 in Stockton, California, this Sikh temple, which Sikhs call a "Gurdwara" (pronounced gur-DWAR-ah) was the first permanent Indian religious building in the United States
8. Grade 6, SE/TE p. 12: "Earlier hominins, or human-like species, are believed to have lived in Africa for millions of years before Homo sapiens." Should read "Earlier hominins, or human-like species (Homo habilis and Homo erectus), are believed to have lived in Africa for millions of years before Homo sapiens."
9. Grade 6, SE/TE p. 153: "The *Ramayana* is a love story..." should read "The *Ramayana* is a story of a heroic journey..."
10. Grade 8, SE/TE Chapter 2: American Story: The Missions of New Mexico: change to, "They were also expected to adopt European gender roles, ways of dressing, eating, and farming, and the missionaries asserted strict control over their daily lives."
11. Grade 8, SE/TE Chapter 3, Lesson 2.3 Document-Based Question: Foundations of Democracy (pp. 104-105): change to, ""Today, all citizens can participate fully in town hall meetings, regardless of gender, race, wealth, gender identity, or sexual orientation."
12. Grade 6, SE/TE Chapter 10, Lesson 1.1 From Farm to Factory (pp. 328-329): change to, "Furthermore, instead of working together on farms or in shops, men and women began to work in separate spheres and be seen as fundamentally different. This shift was especially true for the emerging middle class, and many women formed closed bonds as a result."
13. Grade 6, SE/TE Chapter 10, Lesson 2.3 Slavery and Resistance (pp. 340-342): change to, "Slave owners held a particularly ominous form of power over slaves with the constant possibility of family separation, sexual violence and denial of

the right to marry. Just the threat of sale allowed slave owners to exercise enormous control over their slaves. Enslaved parents routinely saw their children sold away from them. Because spouses and siblings were separated, and they knew that future contact would be nearly impossible, they embraced alternative family structures.”

14. Grade 6, SE/TE Chapter 18, Lesson 3.4 Wounded Knee (pp. 598-599): change to, “In 1887, Congress passed the Dawes General Allotment Act , which divided reservations into parcels, or specific sections, of land for each Native American family. Land was allotted to the male as the head of the family, disregarding the status of females and the authority of two-spirit people traditionally respected in many tribal societies.”
15. Grade 6, SE/TE Chapter 20, Lesson 1.1 Progressives Attack Problems (pp. 664-665): change to, “In the election of 1892, the Populist Party nominated one of its members for president under the slogan “Equal rights to all; special privileges to none.” The Populist candidate didn’t win, but the party influenced the rise of another social movement called progressivism. Middle class and college-educated, progressives aligned themselves with the American workforce. They believed deeply in equality for all people and called for people and the government to work together to bring about social change.”

Publisher-Submitted Errata

Grade	Component Name	Page/ location	Identified error	Proposed correction
6	Student Edition	GT17	The wrong “Think Like a Geographer” question was printed and makes no sense with the content.	Change to the correct question: How do physical processes reshape Earth’s landforms?
6	Student Edition and Teacher’s Edition	12	Original text: Earlier hominins, or human-like species, are believed to have lived in Africa for millions of years before <i>Homo sapiens</i> .	Change text to: Earlier hominins, or human-like species (<i>Homo habilis</i> and <i>Homo erectus</i>), are believed to have lived in Africa for millions of years before <i>Homo sapiens</i> .
6	Teacher’s Edition	86	On the SE facsimile, there are misprinted fonts under “Interpret Charts” and “Analyze Sources.”	Check TE files to correct the text overwriting error. (File is correct in the actual SE.)
6	Student Edition	148, 149, 163	The term “Brahmin” is misspelled at “Brahman.”	Correct misspelling by changing to “Brahmin.”
6	Student Edition	150	The pronunciation of the names of the Hindu Epics place emphasis on the wrong syllables.	Change phonetic respelling to reflect the correct pronunciation: <i>Mahabharata</i> should be (MAH-hah-BHAR-ah-tah) and <i>Ramayana</i> should be (rah-MAH-yah-nah).
6	Student Edition	153	Original text: The Ramayana is a love story . . .	Change text to: The <i>Ramayana</i> is a story of a

Grade	Component Name	Page/ location	Identified error	Proposed correction
				heroic journey . . .
6	Student Edition	170	Original text: Another man called Laozi is believed to have lived around the same time as Confucius.	Change text to: Another thinker called Laozi is believed to have lived around the same time as Confucius.
7	Student Edition	GT17	The wrong “Think Like a Geographer” question was printed and makes no sense with the content.	Change to the correct question: How do physical processes reshape Earth’s landforms?
7	Student Edition	326	Original text: The work describes Dante’s long journey to heaven led in part by the ancient poet Virgil.	Change text to: The work describes Dante’s long journey led in part by the ancient poet Virgil.
7	Student Edition	Chapter 10 Gallery, Image 4	The name “Chanakya” is misspelled.	Correct misspelling.
8	Student Edition and Teacher’s Edition	SE 541, TE 693	Need to include the term “cost-benefit analysis” in the SE and TE to better meet skill HI 6 by changing two questions.	Revise questions on pages SE 541 and TE 693 to include additional language from skill HI 6. Update correlations chart for HI 6 to include new hits.
8	Student Edition and Teacher’s Edition	293	Change date in first question from 1800 to 1796.	Change date in first question from 1800 to 1796.
8	Student Edition and Teacher’s Edition	462	There is a horizontal rule in middle of the map that should be removed. It goes from the Unorganized Territory, through MO., KY., and N.C., to the Atlantic Ocean.	Horizontal rule in middle of map should be removed.
8	Student Edition and Teacher’s Edition	618	Original text: “Sikhs (SEEKS) are followers of a religion called Sikhism, which was established in India in the mid-1400s.” should read “Sikhs (SEEKS or SIKZ) are followers of a religion called Sikhism, which was established in India around 1500.”	Change text to: “Sikhs (SEEKS or SIKZ) are followers of a religion called Sikhism, which was established in India around 1500.”

Pearson Scott Foresman and Prentice Hall, *California History-Social Science myWorld Interactive*, Kindergarten through Grade Five

Program Summary:

California History-Social Science myWorld Interactive includes: Student Edition (SE), Teacher Edition (TE), Activity Guide (AG), Additional Resources (AR).

Recommendation:

California History-Social Science myWorld Interactive is recommended for adoption because the instructional materials include content as specified in the *History–Social Science Content Standards for California Public Schools* and meet all the criteria in category 1 with strengths in categories 2–5.

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

The program supports instruction designed to ensure that students master all the *History–Social Science Content Standards* for the intended grade levels, and meets all of the evaluation criteria in category 1.

Citations:

- Criterion #1: Grade K, SE/TE 18-25, 108; Grade 1, SE/TE 24-33; Grade 2, SE/TE 52-54, 56-57; Grade 3, SE/TE 88-95, 112-119; Grade 4, SE/TE 200-201, 223, 269, 276-277; Grade 5, SE/TE 222-223, 227, 228-229
- Criterion #11: Grade 3, SE/TE 212-213
- Criterion #15: Grade 3, SE/TE 20-27; Grade 4, SE/TE 150-151
- Criterion #17: Grade 5, SE/TE 260-262, 265, 272-278
- Criterion #21: Grade 4, SE/TE 262-263

Criteria Category 2: Program Organization

The organization and features of the instructional materials support instruction and learning of the standards.

Citations:

- Criterion #3: Grade 1, SE v-ix, 28-29, 31, 33; Grade 3, SE 228, 260; Grade 5, SE v-xii, 148, 150, 151, 192-193, 196
- Criterion #9: Grade K, SE 2-3, 31; Grade 2, SE 136, 137, 175; Grade 4, SE 174-175, 211
- Criterion #10: Grade 1, TE 2, 6; Grade 3, TE v-x, 234, 235

- Criterion #13: Grade K, TE T31-T33, 55; Grade 2, SE iv-xvi, R6-R29; Grade 5, SE iv-xxv, 291, R37-R73

Criteria Category 3: Assessment

The instructional materials provide teachers with assistance in using assessments for planning instruction and monitoring student process toward mastering the content.

Citations:

- Criterion #2: Grades K-5, AR Assessment: Social Studies Skills Pretest
- Criterion #3: Grades K-5, AR Assessment: Chapter Test; Grades K-5, AR Lesson Quiz; Grades K-5, AR Quiz Remediation; Grade K, SE 69, 77; Grade 3, SE 9, 32; Grade 5, SE 257, 292
- Criterion #5: Grades K-5, AR Lesson Quiz
- Criterion #8: Grade 1, SE 37, 109; Grade 2, SE 69, 133; Grade 4, SE 206, 253

Criteria Category 4: Universal Access

Program materials ensure universal and equitable access to high-quality curriculum and instruction for all students and provide teachers with suggestions for differentiation for students with special needs.

Citations:

- Criterion #2: Grade K, TE T24-T33; Grade 1, TE T24-T33; Grade 2, TE T22-T32; Grade 3, TE T21-T31; Grade 4, TE T30-T39; Grade 5, TE T32-T41
- Criterion #3: Grade K, SE/TE 52-53, TE T4-T15; Grade 3, SE 160-161, TE T4-T15
- Criterion #6: Grade 4, TE T34, 52, 56; Grade 5, TE 34-45, 110, 244
- Criterion #9: Grade 1, TE 9, 11, 117, 126; Grade 2, TE 54, 57, 65, 75

Criteria Category 5: Instructional Planning and Support

The instructional materials contain a clear road map for teachers to follow when planning instruction and are designed to help teachers provide effective standards-based instruction and ensure opportunities for all students to learn the essential skills and knowledge specified in the standards.

Citations:

- Criterion #4: Grade K, TE T4-T7, 82-83, AG 2-11; Grade 3, TE T4-T7, 2-3, 35, AG 103-108

- Criterion #7: Grade 4, TE 50-57, 84, 162-163; Grade 5, SE 210-211, TE 258-259
- Criterion #13: Grade 3, SE 23, 30, 85, 123; Grade 5, SE 22, 53, 92, 177, 187
- Criterion #15: Grade 1, TE 13, 89; Grade 2, TE 40, 123; Grade 5, TE 31, 61, 91, 111
- Criterion #18: Grades K-5, AR Realize: Digital Course Support: School-to-Home Newsletters; Grades K-5, AR Realize: Parent Letter (English), Realize: Parent Letter (Spanish)

Edits and Corrections:

The following edits and corrections must be made as a condition of adoption:

1. Grade Kindergarten, SE/TE 149: Ford and Toyota emblems should be blurred.
2. Grade Kindergarten, SE/TE 158: Boy's Tommy Hilfiger shirt label should be blurred.
3. Grade 1, SE/TE 27: "...The president works with state leaders to make our country's laws," should be, "...The president works with the leaders of Congress to make our country's laws."
4. Grade 1, SE/TE 63: "Homes are built with machines called air conditioners to help people stay cool." The sentence should be, "Homes have machines called air conditioners to help people stay cool."
5. Grade 1, SE/TE 87: "On July 4, 1776, leaders of the colonies signed a document..." should be, "On July 4, 1776, leaders of the colonies approved a document..."
6. Grade 1, SE/TE 140: The two pictures in the Critical Thinking and Writing section, should be of the exact same location during different periods of time. Publisher will change one or both pictures to show the same location in two different time periods.
7. Grade 1, SE/TE 55: "With a partner, draw a map of your town." The sentence should be, "With a partner, draw a map of your community."
8. Grade 2, SE/TE 84: "The Supreme Court has nine judges." The sentence should be, "The Supreme Court has nine justices."
9. Grade 2, SE/TE 12: The photograph of the Traditional Jewish wedding should be replaced with a more accurate depiction of a Traditional Jewish wedding.
10. Grade 2, SE/TE Chapter 5, Making A Difference Lesson 2, Heroic Leaders, "Golda Meir" p. 145, para. 1 l. 1, change to: "Golda Meir was a Jewish Russian woman who grew up in Milwaukee, Wisconsin. She was one of Israel's leaders."
11. Grade 2, SE/TE Chapter 5, Making A Difference Lesson 4, Heroes Who Inspire Change, Heroes of Women's Rights, p. 148, para. 3, l. 3: change to: "Betty Friedan was a Jewish American author who wrote..."
12. Grade 2, SE/TE Chapter 5, Making A Difference, Lesson 4, Heroes Who Inspire Change, Heroes of Women's Rights, p. 149, para. 2, l. 4, change to: "Bella Abzug was a Jewish American lawyer..."

13. Grade 2, SE/TE Chapter 5, Making A Difference" Lesson 4, Heroes Who Inspire Change, Heroes of Women's Rights, p. 149, para. 3, l. 1, change to: "Gloria Steinem is also a Jewish American. She worked on behalf of women's issues too."
14. Grade 2, SE/TE Chapter 5, Making A Difference, Lesson 4, Heroes In Science, Ideas That Changed The World p. 156, para. 1, l. 1, change to: "Marie Curie, a French scientist, and Albert Einstein, a Jewish German scientist, were hard working scientists who made important discoveries."
15. Grade 2, p. 172 (SE and TE): Jose Julio Sarria biography, change to read: SE: "He told people he was gay and believed strongly in equal rights." TE: "He told voters that he was gay and believed all people should be treated fairly and have equal rights.)"
16. Grade 3, TE 226: "Integrated English Language Development" box says, "Emerging, Below Level, and Advanced," should be, "Emerging, Bridging, and Expanding."
17. Grade 3, SE/TE 89: "Starting in the mid-1700s..." change sentence to read, "Starting in the mid-1700s, Catholic priests from Spain built settlements in the northern part of New Spain."
18. Grade 3, SE/TE 201: "It freed all enslaved African-Americans living in the southern states," should be, "His purpose was to free all enslaved African Americans living in the southern states."
19. Grade 3, SE/TE p. 62: change to, "Religious ceremonies has traditional symbolic clothing and adornments, music, and dancing. For example, every summer and fall, the Hupa conducted two traditional dances... Participants wore headdresses made of woodpecker and duck feathers while they danced and sang prayers." Also change photo caption to read, "This Hupa man is wearing symbolic clothing and adornments for the White Deerskin Dance, a Hupa ceremony."
20. Grade 4, SE/TE 103: The picture of a "typical mission" has 12 to 14 missionaries in it, but California missions typically had only 2 to 3 missionaries. The picture should only have 2 to 3 missionaries in it.
21. Grade 4, SE/TE 115: "After the Mexican government took control, 500 land grants were given out. This compared to about 20 land grants that were given out when Spain ruled the area." The sentence should read, "After the Mexican government took control, 800 land grants were given out. This compared to about 20 land concessions that were given out when Spain ruled the area."
22. Grade 4, SE/TE 117: "Identify multiple reasons why the Mexican government issued land grants in the late 1800s" should be, "early 1800s."
23. Grade 4, SE/TE 200: "In 1913, work began on the Los Angeles Aqueduct." The sentence should be: "In 1907..."
24. Grade 4, SE/TE 201: "In the 1930s work on the Central Valley Project began. It was meant to bring water to the San Joaquin Valley, which is part of the Central Valley." The sentence should be, "In the 1930s work on the Central Valley Project began. It was meant to control floods and bring water to the San Joaquin Valley, which is part of the Central Valley."

25. Grade 4, SE/TE 239: "Over 2,000 soldiers and sailors lost their lives, and 180 planes were destroyed." Change to, "Over 2,000 soldiers and sailors lost their lives, and 180 planes and 19 naval vessels were destroyed or damaged."
26. Grade 4, SE/TE 59: "For example, Los Angeles is located where the Gabrielino lived," should be, "For example, Los Angeles is located where the Gabrielino-Tongva lived."
27. Grade 4, SE/TE 164: Replace artist's view of "Bernanda Ruiz" with actual photo.
28. Grade 4, Chapter 3, Lesson 2: California Indians and the Missions, p. 105: change to, "The mixing of Spanish and Indian ways shaped a new culture and society in California. Many traditional practices, such as two-spirit traditions, however, were not continued or adapted because colonizers forced such Native Americans to conform to European gender roles."
29. Grade 4, SE/TE Chap. 7, California in the Postwar Era, Lesson 5, Culture, Citizenship, Harvey Milk (1930-1978), Honest and Brave, p. 302, paragraph 1, change to: "Harvey Milk was a Jewish gay American civil rights leader."
30. Grade 5, SE/TE 151: Triangular trade map should include Brazil and the Dutch Colonies in South America.
31. Grade 5, SE/TE 215: "While writing the declaration, he used a phrase first written by Locke: "...life, liberty, and pursuit of happiness." The sentence should be, "While writing the declaration, he used a phrase inspired by Locke: ...life, liberty, and pursuit of happiness."
32. Grade 5, SE/TE 286: "King had begun the Southern Christian Leadership Conference campaign in Selma, Louisiana." Louisiana should be replaced by Alabama.
33. Grade 5, SE/TE 363: "In 1793, Eli Whitney invented the cotton gin." The sentence should be, "In 1793, Eli Whitney built an improved version of the cotton gin."
34. Grade 5, SE/TE 343: "...the population of enslaved African Americans grew from 10,000 to 45,000 between 1810 and 1830." The sentence should be, "The population of enslaved African Americans in Missouri grew from 10,000 to 45,000 between 1810 and 1830."
35. Grade 5, SE 170: Title "Primary Source" should be deleted.
36. Grade 5, SE/TE 223-225: Change: "The Cherokee and Mohawk fought with the British, hoping that they would stop westward expansion," to "Both the Mohawk, under their leader Joseph Brant, and the Cherokee fought with the British, hoping that they would stop westward expansion."
37. Grade 5, SE/TE 395: The subheading "The Motive for Profit" should be, "New Goods and Services Meet the Needs of the Forty-Niners."
38. Grade 5, SE/TE Chapter 8, Westward Expansion, Who will you meet?, Levi Strauss, p. 359, change to, "**Levi Strauss** Jewish German immigrant entrepreneur who started a clothing company."
39. Grade 5, Page R17, right sidebar, change to, "Government cannot promote religion or set up an official religion or stop people from practicing a religion. Government cannot stop people or newspapers from saying what they want."

Social Content Citations:

The following social content citations must be addressed as a condition of adoption:

1. A-1: PP. 152-153 The Gold Rush – Women During the Gold Rush. The following changes are made to correct the mis-gendering of Charley Parkhurst. The title of the section should be changed to Gender During the Gold Rush and the text that follows should be changed to read:
 “One person who was born female but lived as a man and worked as a stagecoach driver. Charley Parkhurst was one of the best stagecoach drivers in the business and was well known throughout California. Stagecoaches are a type of wagon used to carry passengers, goods, or mail. Parkhurst survived more than one robbery and even killed a thief. After driving a stagecoach for almost 30 years, Parkhurst died in 1879.”
 This revision reflects the consensus of historians about the gender of Charley Parkhurst. Parkhurst may have been a transgender man, a woman who dresses as a man to participate with social benefits, or any number of identities. Because of this, discussion of Parkhurst should not be located in a section about women.
2. A-1: P. 124 “A play about a very pushy woman who gets upset at everyone involved in building her new home.” The word pushy would not be used to describe a man dealing with contractors building a house. This word reinforces the stereotype that men stand up for themselves but women complain. Change: “A play about a very pushy woman who gets upset at everyone involved in building her new home,” to “A play about a woman who is in a hurry to move into her new house.”
3. A-2: P. 51 California Indians and their environment
 “The first Californians were hunter gatherers. A hunter-gatherer is a person who collects plants and hunts wild animals for food. Men followed animals and hunted using spears, bows and arrows, or traps. They fished in the ocean, lakes, and rivers. Women gathered nuts, seeds, roots and fruit. They gathered acorns, which they turned into flour to make bread.” Add sentence, “Some tribes also recognized two-spirit people whose roles could come from wither men’s or women’s tasks or a mix of both.”
4. B-2, B-6: pg. 223 4th paragraph, sentence 2. Include: Thayendanagea or Joseph Brant, a Mohawk leader. Change: “The Cherokee and Mohawk fought with the British, hoping that they would stop westward expansion,” to “Both the Mohawk, under their leader Joseph Brant, and the Cherokee fought with the British, hoping that they would stop westward expansion.” Change will be reflected on the reduced student edition page of the corresponding Teacher Edition page.
5. B: p. 363 Inventions Make Life Easier section. Despite the title, this section describes how the invention of the cotton gin led to the expansion of enslaved African Americans. This raises the question of “easier for whom?” Change the title to “Inventions Bring Changes.” Change will be reflected on the reduced student edition page of the corresponding Teacher Edition page.

6. B-2: B-2: Photos of life in the past disproportionately show only white people. Specifically, the photos on CA12, 14, 70, 73, 74, 144, 147, 148, and 162 only include white people. One photo on page 140 shows children who are white and African American. These depictions leave out persons of color and imply they were not part of the past. Publisher will replace pictures to show the following: p. 14: historical classroom showing children of various ethnicities; p. 73: historical classroom showing white and non-white children learning from their teacher; 148: African American settlers by their cabin on the plains.
7. B-1: p. 134 Trailblazers section. Third paragraph refers to a trailblazer's help from a "friendly California Indian village." This implies a European perspective. The text would be less biased without the adjective friendly. Sentence will read: "After they received help from a California Indian village and two Indian guides, they safely reached Mission San Gabriel east of Los Angeles." Change will be reflected on the reduced student edition page of the corresponding Teacher Edition page.
8. B-2: p. 33 Activity on "Who is Your Hero?" Four heroes are given as examples: George Washington, Benjamin Franklin, Abraham Lincoln, and Pocahontas. In keeping with proportion of portrayals, more persons of color could be listed as examples. Replace listing of Benjamin Franklin with Harriet Tubman. Listing will read: "Harriet Tubman - risked her life to lead enslaved African Americans to freedom on the Underground Railroad".
9. B-2: p. 104 Activity 1 Pictures from the Past. All of the persons in all three pictures are white. In keeping with the standard calling for proportion of portrayals, some of the photographs from the past should include persons of color. These depictions leave out persons of color and imply they are not part of the past. Publisher will replace the photo of the person using an old-fashioned telephone with one showing a non-white person using an old-fashioned phone.
10. B-1: p. 68 Citizenship, Juan Rodriguez Cabrillo. Cabrillo is used as an example to illustrate the good citizenship quality of "determination." Cabrillo seems an odd choice for an exemplar of citizenship given that he claimed land for Spain that was already inhabited by Native Californians. Replace Juan Cabrillo as featured person in the Citizenship feature here, in Table of Contents, and in all other references. Feature will highlight the explorers of The Corps of Discovery. Text will read, "In 1804, Meriwether Lewis, William Clark, and their group set out to find a water route to the Pacific Ocean. They were called the Corps of Discovery. One of the guides was Sacagawea, a Shoshone Indian. <new paragraph> The trip took determination. The group had to take care of any sick members and find enough food. They also had to find their way. They did not always know which direction to go. <instructions> Circle how Lewis, Clark, and Sacagawea showed determination Talk and Share Tell about a time when you showed determination." Replace reduced student page and replace supporting text in TE wrap to say, "The Corps of Discovery Explorers Explain that when people show courage, they are brave and face their fears. Explain that explorers often had to travel long distances. They could encounter many challenges including bad weather. They also had to explore unfamiliar places, not knowing what they might encounter.

Tell children that it took a lot of determination to go on these expeditions. Then ask: Why is having determination a good character trait to have? (Possible answer: It is a good trait because if you have determination you will be able to try activities that might frighten you and you will be able to stand up for what you believe in.) **ACTIVE CLASSROOM** Act It Out! Have children take turns acting out what it looks like when someone has determination."

11. B: pp. 52-54. In discussing why people move, there is no material indicating that some groups of people do not move of their own accord but moved because they had to. This leaves students and teachers unprepared for discussions from members of the class whose families' ancestors moved because of slavery. On p. 52, first paragraph, add this sentence to the end of the paragraph: "Some people have been forced to move." Paragraph will read: "People move, or migrate, from one place to another. Some move for a better life or to be safe. Others move for a new job. Some people have been forced to move." Change will be reflected on the reduced student edition page of the corresponding Teacher Edition page.
12. B-2: Photos of life in the past disproportionately show only white people. Specifically, the photos on 120, 126, 130, 131, 134, 140, 168, and 208 only include white people. These depictions leave out persons of color and imply they were not part of the past. Publisher will replace pictures to show the following: p. 120: children of color walking to school in the 1950s; p. 126: an African American family in the early 1900s; p. 130: a child and parent of color bowling in the mid-1950s; p. 208: classroom with children of color in the mid-1950s.
13. B: p. 189 Description of a family in New Orleans. The text notes that immigrants settled or moved there from Africa and parts of Europe. A more accurate description would be that persons from Africa were brought to Louisiana in slavery. Change from: "Long ago, immigrants settled, or moved, there from Africa and parts of Europe," to "Long ago, immigrants settled, or moved, there from parts of Europe, and enslaved people were brought from Africa." Change will be reflected on the reduced student edition page of the corresponding Teacher Edition page.
14. B-1: p. 104 Land and Cultures Change. After describing how the missions changes the landscape and lives of Native Americans, the text reads "As a result, more and more chose to live there. They came for the supply of food available at the missions." Change from "As a result, more and more chose to live there." to "As a result, more and more had to live there." Change will be reflected on the reduced student edition page of the corresponding Teacher Edition page.
15. B: p. 93 The Spanish Missions. "American Indians did the hard work of building the missions." This sentence makes it sound like that work was voluntary.
1st paragraph: Change "The Spanish government sent missionaries to New Spain to make American Indians work on the very large ranches and farms the missions owned..." to "The Spanish government sent missionaries to New Spain to force American Indians to work on the very large ranches and farms the missions owned..."
2nd paragraph: Change "American Indians did the hard work of building the missions." to "The American Indians were forced to do the hard work of building

the missions." Change will be reflected on the reduced student edition page of the corresponding Teacher Edition page.

16. E-2, E-5: Lacks contributions/proportion of portrayals of people with disabilities. Heroes, Citizenship: possible placement under these headings. Publisher will add reference to Harriet Tubman's disability on SE/TE p. 97. Add to end of 2nd paragraph: "She did this even though she had a disability that made her fall asleep without warning." Change will be reflected on the reduced student edition page of the corresponding Teacher Edition page. Publisher will add reference to Wilma Rudolph's disability on p. 147 2nd paragraph. Change "Wilma Rudolph was one of the world's fastest runners in 1960." to "Wilma Rudolph wore a leg brace as a child and could not walk easily. Yet she worked hard and became one of the world's fastest runners." Change will be reflected on the reduced student edition page of the corresponding Teacher Edition page. SE: p. 36 2nd paragraph: Change 1st sentence from "Mankiller worked to help many Cherokee find jobs and to improve healthcare for them." to "Mankiller suffered from serious health problems and physical disabilities. Still she was determined to help other Cherokee find jobs and to improve their healthcare." SE: p. 216 caption: Insert at the end: "Stephen Hopkins, a delegate with cerebral palsy, said 'my hands may tremble, my heart does not.'" Change will be reflected on the reduced student edition page of the corresponding Teacher Edition page. AR Biography Cards. Change 2nd bullet from "Helped lead about 300 enslaved people to freedom on the Underground Railroad." to "Helped lead about 300 enslaved people to freedom on the Underground Railroad, despite her disability that made her fall asleep without warning."
17. E-2, E-5: Limited/proportionate portrayals of people with disabilities. See above entry for edits.
18. G: Chapter 1, Families Today and in the Past, Lesson 2, Different Kinds of Families, page 12, photo: "Traditional Jewish Wedding," Change: A more representative photo should be found. Comments: Pearson is to be commended for including a photo representative of Jewish customs, yet this particular photo does not portray a "Traditional Jewish wedding." Several elements usually included in traditional Jewish weddings, regardless of level of religious observance, are absent. For example, the two male guests in the foreground are not wearing kippot (skull caps), the man officiating is not wearing a tallit (prayer shawl), and neither the bride's nor groom's parents are standing under the huppah (wedding canopy).
19. G: Chapter 8, Westward Expansion, Lesson 4, The California Gold Rush, p. 395, header, The Motive for Profit, Change to: "New Goods and Services Meet the Needs of the Forty-Niners". Comment: This header introduces a section that includes merchants who engage in price gouging, followed by a paragraph on Levi Strauss, a Jewish merchant. Mentioning a Jewish merchant immediately following a description of merchants who got rich by price gouging is unnecessary and may reinforce negative stereotypes.

20.L-1, L-2: p. 301 (visible in stadium image) Context was highlighting sports as CA pastime/popularity thus, Toyota signage unnecessary. B-1: p. 189 ("oriental school" – perhaps include disclaimer or explanation in the Teacher's Edition that while the term was used at that time, it is not a favored way to describe this cultural group.) A-5: pp. 175, 89 Females in thinking/writing roles. 259, 307 Boys doing working at computer/mailling letter.

Publisher will change image to obscure the Toyota logo. Change will be reflected on the reduced student edition page of the corresponding Teacher Edition page.

Publisher will add a note on TE p. 189 at the end of the Background Information note to say: "<new paragraph> You might want to point out to students that schools for Asian American students at that time were called "Oriental Schools." Though the term was commonly used at the time, today the term "Oriental" to describe Asian Americans is not favored."

Publisher will change photo on p. 89 to a boy doing school work with paper and writing implement. Change will be reflected on the reduced student edition page of the corresponding Teacher Edition page.

Publisher will change photo on p. 259 to a girl doing school work on a computer. Change will be reflected on the reduced student edition page of the corresponding Teacher Edition page.

Publisher-Submitted Errata

Grade	Component Name	Page/ Location	Identified Error	Proposed Correction
K	SE/TE	10	Dr. King should be identified with full name in first instance.	Change "Dr. King" to "Dr. Martin Luther King, Jr." Since this will add a line, delete 7th line, "They did not give up." Change will be reflected on the reduced student edition page of the corresponding Teacher Edition page.
K	SE/TE	14	Photos of life in the past disproportionately show only white people.	Replace photo with one that shows a historical classroom showing children of various ethnicities. Change will be reflected on the reduced student edition page of the corresponding Teacher Edition page.
K	SE/TE	73	Photos of life in the past disproportionately show only white people.	Replace photo with one that shows a historical classroom showing white and non-white children learning from their teacher. Change will be reflected on the reduced student edition page of the corresponding Teacher Edition page.
K	SE/TE	106, map	Map label says "Puchase."	Change to "Purchase" Change will be reflected on the reduced

Grade	Component Name	Page/ Location	Identified Error	Proposed Correction
				student edition page of the corresponding Teacher Edition page.
K	TE	159 (reduced student page, Your Turn question #1)	Student answer is missing.	Answer should be: "Drawings should show the start of a play."
K	AG	5 (Step 3 Part 1)	In paragraph 1, typo: "tacher."	Correct typo to say "teacher."
K	AG	33	In keeping with proportion, more persons of color should be listed as examples.	Replace listing of Benjamin Franklin with Harriet Tubman. Listing will read: "Harriet Tubman - risked her life to lead enslaved African Americans to freedom on the Underground Railroad"
K	AG	104	In keeping with proportion, more persons of color should be listed as examples.	Replace photo of a white person using an old-fashioned telephone with a photo of a non-white person using an old-fashioned telephone.
1	SE/TE	Glossary (page R6 and page R12)	The vocabulary terms and definitions "Benefit" and "Beneficiarse" in Spanish are missing from the glossaries.	<p>Insert "benefit" in its appropriate alphabetical location (page R6) in the English glossary and "beneficiarse" in the appropriate alphabetical location (page R12) in the Spanish glossary.</p> <p>The English glossary entry will read: benefit To get something in return. VERB</p> <p>The Spanish glossary entry will read: benefit/beneficiarse Obtener algo a cambio. VERBO</p> <p>Change will be reflected on the reduced student edition page of the corresponding Teacher Edition page.</p>
1	SE/TE	68	Cabrillo seems an odd choice for an exemplar of citizenship.	<p>Replace Juan Rodriguez Cabrillo as featured person in the Citizenship feature. Feature will highlight the explorers of The Corps of Discovery. Text will read, "In 1804, Meriwether Lewis, William Clark, and their group set out to find a water route to the Pacific Ocean. They were called the Corps of Discovery. One of the guides was Sacagawea, a Shoshone Indian.</p> <p><new paragraph> The trip took determination. The group had to take care of any sick members and find enough food. They also had to find their way. They did not always know which direction to go. <instructions> Circle how Lewis, Clark, and Sacagawea showed determination. Talk and Share Tell about a time when you showed</p>

Grade	Component Name	Page/ Location	Identified Error	Proposed Correction
				determination." Change will be reflected on the reduced student edition page of the corresponding Teacher Edition page.
1	SE/TE	97 (end of 2nd paragraph)	Harriet Tubman not identified as disabled	Insert: "She did this even though she had a disability that made her fall asleep without warning." Change will be reflected on the reduced student edition page of the corresponding Teacher Edition page.
1	SE/TE	120, photo	Photos of life in the past disproportionately show only white people.	Replace photo with one that shows children of color walking to school in the 1950s. Change will be reflected on the reduced student edition page of the corresponding Teacher Edition page.
1	SE/TE	126, photo	Photos of life in the past disproportionately show only white people.	Replace photo with one that shows an African American family in the early 1900s. Change will be reflected on the reduced student edition page of the corresponding Teacher Edition page.
1	SE/TE	130, photo	Photos of life in the past disproportionately show only white people.	Replace photo with one that shows a child and parent of color bowling in the mid-1950s. Change will be reflected on the reduced student edition page of the corresponding Teacher Edition page.
1	SE/TE	208, photo	Photos of life in the past disproportionately show only white people.	Replace photo with one that shows a classroom with children of color in the 1950s. Change will be reflected on the reduced student edition page of the corresponding Teacher Edition page.
1	TE	68 (reduced student page and text in wrap)	Cabrillo seems an odd choice for an exemplar of citizenship.	Replace text in wrap related to Cabrillo with text related to the Corps of Discover. Text in side will read: " The Corps of Discovery Explorers Explain that when people show courage, they are brave and face their fears. Explain that explorers often had to travel long distances. They could encounter many challenges including bad weather. They also had to explore unfamiliar places, not knowing what they might encounter. Tell children that it took a lot of

Grade	Component Name	Page/ Location	Identified Error	Proposed Correction
				determination to go on these expeditions. Then ask: <i>Why is having determination a good character trait to have?</i> (Possible answer: It is a good trait because if you have determination you will be able to try activities that might frighten you and you will be able to stand up for what you believe in.) ACTIVE CLASSROOM Act It Out! Have children take turns acting out what it looks like when someone has determination."
1	TE	65 (reduced student page)	Student answer is missing a reference to any winter activity.	Insert "skiing" at the end of the student answer for Lesson Check question #4. It should read, "Children may mention sports or swimming; skiing."
1	TE	145 (reduced student page)	Student answer is missing.	Insert student answer in the draw box, "Drawings should show symbols that represent culture, such as food, clothing, or celebrations."
1	AG	124 (introduction)	"A play about a very pushy woman who gets upset at everyone involved in building her new home."	Change to "A play about a woman who is in a hurry to move into her new house."
2	SE/TE	12, picture	Photo lacks certain elements of a traditional Jewish wedding	Replace present image with one that is more representative of a traditional Jewish wedding. Change will be reflected on the reduced student edition page of the corresponding Teacher Edition page.
2	SE/TE	52, paragraph 1	Section does not indicate that some people have been forced to move.	Add this sentence to the end of the paragraph: "Some people have been forced to move." Change will be reflected on the reduced student edition page of the corresponding Teacher Edition page.
2	SE/TE	54, paragraph 2	Reference to match image on page	Change "... show you on a map ..." to "... show you on a globe ..." Change will be reflected on the reduced student edition page of the corresponding Teacher Edition page.
2	SE/TE	144, paragraph 2	Typo; Change the date for the Battle of Little Bighorn	Change "At the Battle of Little Bighorn in 1868 ..." to "At the Battle of Little Bighorn in 1876 ..." Change will be reflected on the reduced student edition page of the corresponding Teacher Edition page.
2	SE/TE	147,	lacks contributions/proportion	Change "Wilma Rudolph was one of

Grade	Component Name	Page/ Location	Identified Error	Proposed Correction
		paragraph 2	of portrayals of people with disabilities	the world's fastest runners in 1960." to "Wilma Rudolph wore a leg brace as a child and could not walk easily. Yet she worked hard and became one of the world's fastest runners." Change will be reflected on the reduced student edition page of the corresponding Teacher Edition page.
2	SE/TE	172	References to José Julio Sarria's being gay and dressing like a woman may be too sensitive or 2nd graders.	Revise feature to read: José Julio Sarria Champion of Equal Rights José Julio Sarria was a leader in California. He ran for public office in 1961. He decided to be honest. He told people he believed strongly in equal rights. He felt all people should be treated fairly. He did not win. But he made people know they had to pay attention to the rights of all people. José Julio Sarria was the founder of a worldwide help group. This group fights for equal rights. For Sarria, honesty gave him strength. It inspired other leaders to run for office, too. Write about how José Julio Sarria's honesty inspired others to run for office. Interview Your Family Ask family members to describe a time when honesty helped them stand up for their beliefs. Change will be reflected on the reduced student edition page of the corresponding Teacher Edition page.
2	SE/TE	179, Step 1	Change format of space for answer	Change write-on-lines to a blank box for drawing. Change will be reflected on the reduced student edition page of the corresponding Teacher Edition page.
2	SE/TE	189, paragraph 1	Description of family in New Orleans should say that persons from Africa were brought to Louisiana in slavery.	Change from "Long ago, immigrants settled, or moved, there from Africa and parts of Europe." to "Long ago, immigrants settled, or moved, there from parts of Europe, and enslaved people were brought from Africa." Change will be reflected on the reduced student edition page of the corresponding Teacher Edition page.
2	SE/TE	199,	The word "protect" is not a	Change boldface to roman and remove

Grade	Component Name	Page/ Location	Identified Error	Proposed Correction
		paragraph 1	vocabulary word.	highlight for the word "protect" Change will be reflected on the reduced student edition page of the corresponding Teacher Edition page.
2	SE/TE	200, paragraph 2	President's Day should be "Presidents' Day"	Change to correct spelling. Change will be reflected on the reduced student edition page of the corresponding Teacher Edition page.
2	TE	9, Reading Check #1	Missing student answer	Insert: "Answers will vary."
2	TE	63, Common Misconceptions note, line 3 from bottom	Typo	Capitalize "Earth"
2	TE	116, reduced student page	Natural resource answer (circle) is incorrect.	Natural resource answer (circle) should be on the land, instead of on the watermelon.
2	TE	172, side wrap	References to José Julio Sarria's being gay and dressing like a woman may be too sensitive or 2nd graders.	Insert below heading: "Write the quality of honesty on the board. Explain that José Julio Sarria was an example of honesty because he chose to speak out for what he believed in. Have children read the text, or read it aloud as children follow along. Explain to children that "to run for office" means to try to get people to vote for you to serve in government—to try to get elected by voters. Ask: What was Sarria honest about? (He told voters that he believed all people should be treated fairly and have equal rights.) Engage children in a discussion about Sarria's honesty. Encourage them to discuss whether being honest or being elected is more important. Ask: Although Sarria was not elected, how was he a hero for equal rights? (Sarria spoke out about people's rights and helped to start a help group that fights for rights around the world.) Talk with children about why Sarria might have inspired others to run for office." ACTIVE CLASSROOM Create a Flag Discuss with children that being proud of and comfortable with oneself can help a person be honest and confident. Encourage children to make a list of their own positive traits

Grade	Component Name	Page/ Location	Identified Error	Proposed Correction
				and write them on the board. The following may be some of the children's traits: athletic, shy, musical, artistic, funny, creative, friendly, smart. Have children suggest icons, color blocks, or shapes to represent the traits and use them to create a class flag. Display your class flag for all to see at the front of the classroom.
2	TE	172, Curriculum Connection note	References to José Julio Sarria's being gay and dressing like a woman may be too sensitive or 2nd graders.	Change: "Discuss with children that although Sarria did not get elected, the movement for gay rights he inspired led to increasing equal rights for gay people in the United States." to "If it is appropriate for your class, you might tell the children more details about Sarria. He told the public that he was gay and was a performer who dressed as a woman on stage. His political campaign inspired the movement for gay rights."
2	AG	2, paragraph 1, before last sentence	No mention of slavery in teacher instructions for activity	Insert: "You may have children in your class whose ancestors were enslaved or had other experiences that will be difficult for children to learn about. If so, you may want to define "ancestor" to include only the previous two generations--parents and grandparents. In addition, you may want to review the essay in the Teacher Edition "The Culturally Responsive Classroom," on pp. T27-T28 for suggestions."
3	SE/TE	84, map	On the map "Early Explorers of California" the city of Navidad is incorrect.	On the map "Early Explorers of California," change "Navidad" to "Barra de Navidad." Change will be reflected on the reduced student edition page of the corresponding Teacher Edition page.
3	SE/TE	212, Supporting Many Different Communities	In the second paragraph, second sentence (line 3), the spelling of "Jeanette" is incorrect.	Change the spelling of "Jeanette" to "Jeannette" (to include two n's). Change will be reflected on the reduced student edition page of the corresponding Teacher Edition page.
3	SE/TE	R17, sidebar note related to First Amendment	note should not identify Congress as the only body affected by the Bill of Rights	Change to "Government cannot promote religion or set up an official religion or stop people from practicing a religion. Government cannot stop people or newspapers from saying what they want."
3	TE	179,	The word "Preview" in the	Remove the pink highlight over the

Grade	Component Name	Page/ Location	Identified Error	Proposed Correction
		Rap About It	sentence underneath the heading "Citizenship Is Simple" is highlighted in pink, but it shouldn't be.	word "Preview" in the sentence underneath the heading "Citizenship Is Simple."
3	TE	180	The fourth Learning Objective (about the Compelling Question) is missing.	Add a fourth Learning Objective to the end of the bulleted list: ■ Discuss the compelling question "Which do you think is more beneficial to your community, voting or volunteering?" after completing the Quest.
3	TE	185	Teacher support for the Quest Connection in the Student Edition is missing.	Insert new teacher support in the wrap column below the "Make Connections" paragraph. <insert Quest Connection logo> Tell students that elected officials have a specific term of office. Then there is another election to decide if the official stays in office or whether we want someone else to do the job. <cyan ital>Why do officials have limits on their term of office?</cyan ital> (The term limit gives people a chance to change the official if they do not agree with what is being done or to give their approval by re-electing the official.)
3	AG	115, 117	All references to "Tweeting" need to be removed from this Readers Theater for copyright purposes.	Change as follows: -p 115: Replace "Tweeting" in the title to "Internet" so the new title is "Internet Oranges." -p 117: Delete the entire first three lines of dialogue from Sarah, Grandad, and Grandma. Revise the next line of dialogue from Grandad ("You are all talking another language to me.") to "I really wish we could just keep doing things the way we have been!"
4	SE/TE	CA26, orange heading	"an Historical Document" should be "a Historical Document"	Replace "an" with "a" Change will be reflected on the reduced student edition page of the corresponding Teacher Edition page.
4	SE/TE	51, paragraph 3	lacks information about two-spirit people	Insert before last sentence "Some tribes also recognized two-spirit people, whose roles could come from either men's or women's tasks or a mix of both." Change will be reflected on the reduced student edition page of the corresponding Teacher Edition page.
4	SE/TE	89,	Disproportionate number of	Change photo to a boy doing school

Grade	Component Name	Page/ Location	Identified Error	Proposed Correction
		picture of student doing school work	traditional gender roles shown	work with paper and a writing implement.
4	SE/TE	104, paragraph 3	does not reflect the fact that changes in the landscape and lives of American Indians led to little choice about whether to live on missions	<p>Change "As a result, more and more chose to live there. They came for the supply of food available at the missions." to "As a result, more and more had to live there. They came for the supply of food available at the missions."</p> <p>Change will be reflected on the reduced student edition page of the corresponding Teacher Edition page.</p>
4	SE/TE	134, paragraph 3	shows a European perspective in relation to California Indians	<p>Delete "friendly," so the sentence will read "After they received help from a California Indian village and two Indian guides, they safely reached Mission San Gabriel east of Los Angeles."</p> <p>Change will be reflected on the reduced student edition page of the corresponding Teacher Edition page.</p>
4	SE/TE	152, title and paragraph 4	section is mis-titled; Charley Parkhurst is mis-gendered	<p>Change section title to "Gender During the Gold Rush."</p> <p>Change "Some opportunities were closed to women during the Gold Rush. One woman lived as a man and worked as a stagecoach driver....After driving a stagecoach for almost 30 years, Parkhurst died in 1879. Only then was it discovered that Charley Parkhurst was a woman." to "One person who was born female but lived as a man, worked as a stagecoach driver....After driving a stagecoach for almost 30 years, Parkhurst died in 1879." <delete last sentence></p> <p>Changes will be reflected on the reduced student edition page of the corresponding Teacher Edition page.</p>
4	SE/TE	223, Word Wise, line 4	Extra word	<p>Change "the earth to to reach" to "the earth to reach"</p> <p>Change will be reflected on the reduced student edition page of the corresponding Teacher Edition page.</p>
4	SE/TE	259, photo of student doing	Disproportionate number of traditional gender roles shown	Replace picture with one of a girl doing school work on a computer.

Grade	Component Name	Page/ Location	Identified Error	Proposed Correction
		school work		
4	SE/TE	282, last paragraph	lacks information about the ethnic makeup of Iranian immigrants	<p>Change "A new government took power, and many people fled from it." to "A new government took power, and many people including Muslims, Jews, and Armenians, fled from it."</p> <p>To make space, delete from the 1st sentence "and come to California." It will read "A major push factor also caused many Iranians to leave their country."</p> <p>Changes will be reflected on the reduced student edition page of the corresponding Teacher Edition page.</p>
4	SE/TE	301, photo	visible brand logo	<p>obscure Toyota sign</p> <p>Change will be reflected on the reduced student edition page of the corresponding Teacher Edition page.</p>
4	SE/TE	304, Assessment #5	Incorrect header	<p>Change "Interpret an Image" to "Analyze an Image"</p> <p>Change will be reflected on the reduced student edition page of the corresponding Teacher Edition page.</p>
4	SE/TE	R17, sidebar note related to First Amendment	note should not identify Congress as the only body affected by the Bill of Rights	Change to "Government cannot promote religion or set up an official religion or stop people from practicing a religion. Government cannot stop people or newspapers from saying what they want."
4	TE	0 (page number does not appear), Jumpstart Activity, student response area	Student response missing	Add the following as a student response: "Possible answer: I picked the Coast region because I like the beach."
4	TE	4, Step 1 box, student response area	Student response missing	Add the following as a student response: "Possible answer: We eat fruit and vegetables. Farms in our town grow food for us."
4	TE	5, Step 2 box, student response area	Student response missing	Add the following as a student response: "Possible answer: Grocery store, bakery, gas station."
4	TE	9, map	Incorrect label for map legend	On the map, change "Key" to "Legend"
4	TE	44, Jumpstart Activity, student	Student response missing	Add the following as a student response: "Responses should reflect the weather in your community."

Grade	Component Name	Page/ Location	Identified Error	Proposed Correction
		response area		
4	TE	84, Jumpstart Activity, student response area	Student response missing	Add the following as a student response: "Possible response: I learned how to use a calendar. Today, that helps me know when vacation is coming."
4	TE	88, Step 1 box, student response area	Student response missing	Add the following as a student response: "Possible question: Why were missions built?"
4	TE	89, Step 2 box, student response area	Student response missing	Add the following as a student response: "Possible answer: letters, diaries"
4	TE	130, Step 1 box, student response area	Student response missing	Add the following as a student response: "Possible response: paintings, statues, videos"
4	TE	131, Step 2 box, student response area	Student response missing	Add the following as a student response: "Possible response: Put things from the same time period together."
4	TE	189, Background Information note	needs explanation of the historical term "Oriental school"	Insert at the end of the Background Information note "<new paragraph> "You might want to point out to students that schools for Asian American students at that time were called "Oriental Schools." Though the term was commonly used at the time, today the term "Oriental" to describe Asian Americans is not favored."
4	TE	216, Step 1 box, student response area	Student response missing	Add the following as a student response "Possible response: How did people help during the war? Did they get hurt?"
4	TE	217, Step 2 box, student response area	Student response missing	Add the following as a student response: "Students' responses should reflect their research."
4	TE	254, Jumpstart Activity, student response area	Student response missing	Add the following as a student response: "Students should list the effects of the change they discuss."
4	TE	258, Step 1 box, student response area	Student response missing	Add the following as a student response "Students should list questions about California's achievements"
4	TE	259, Step 2 box, student	Student response missing	Add the following as a student response: "Possible response:

Grade	Component Name	Page/ Location	Identified Error	Proposed Correction
		response area		magazines, newspapers, books, websites."
4	TE	304, teacher instruction	Incorrect title	Teacher instruction/top of the page: Change "Key Terms and Ideas" to "Vocabulary and Key Ideas"
4	TE	308, Jumpstart Activity, student response area	Student response missing	Add the following as a student response: "Students should explain that rules are needed to play a game."
5	SE/TE	viii	Title of Field Trip Video in box in red margin bar is incorrect.	Change title of Field Trip Video from "Museum of African American History: A Journey Through History" to "Children in Colonial Times" Change will be reflected on corresponding Teacher Edition page T54.
5	SE/TE	36, paragraph 2	lacks contributions/proportion of portrayals of people with disabilities	Change "Mankiller worked to help many Cherokee find jobs and to improve healthcare for them." to "Mankiller suffered from serious health problems and physical disabilities. Still she was determined to help other Cherokee find jobs and to improve their healthcare." Change will be reflected on the reduced student edition page of the corresponding Teacher Edition page.
5	SE/TE	64, caption	Caption has incorrect name of Salinas Pueblo Missions National Monument.	Change last line of caption from "Today, it is part of Salinas Pueblo National Monument in Salinas Valley, New Mexico." to "Today, it is part of the Salinas Pueblo Missions National Monument in Salinas Valley, New Mexico." Change will be reflected on the reduced student edition page of the corresponding Teacher Edition page.
5	SE/TE	78	First label "Key Terms and Ideas" is incorrect.	Change "Key Terms and Ideas" to "Vocabulary and Key Ideas" Change will be reflected on the reduced student edition page of the corresponding Teacher Edition page.
5	SE/TE	84, map	Map shifted to the right; two labels are obscured by the white box.	Move map slightly to the left so that the labels for "Massachusetts Bay Colony" and "Plymouth, Massachussets" can be read, and so that leader line points correctly to Jamestown.

Grade	Component Name	Page/ Location	Identified Error	Proposed Correction
				Change will be reflected on the reduced student edition page of the corresponding Teacher Edition page.
5	SE/TE	93, paragraphs 1 and 2	Text makes it sound as if the work of American Indians on the missions was voluntary.	<p>1st paragraph: Change "The Spanish government sent missionaries to New Spain to make American Indians work on the very large ranches and farms the missions owned..." to "The Spanish government sent missionaries to New Spain to force American Indians to work on the very large ranches and farms the missions owned..."</p> <p>2nd paragraph: Change "American Indians did the hard work of building the missions." to "The American Indians were forced to do the hard work of building the missions."</p> <p>Changes will be reflected on the reduced student edition pages of the corresponding Teacher Edition pages.</p>
5	SE/TE	171, Word Wise	Incorrect reference	<p>In Word Wise, change "in the last paragraph on this page" to "in the first paragraph on this page."</p> <p>Change will be reflected on the reduced student edition page of the corresponding Teacher Edition page.</p>
5	SE/TE	p. 190 Chapter 5 Quest	Change the Quest label.	<p>Change the Quest label from "Writing Using Sources" to "Project-Based Learning"</p> <p>Change will be reflected on the reduced student edition page of the corresponding Teacher Edition page.</p>
5	SE/TE	216, caption	lacks contributions/proportion of portrayals of people with disabilities	<p>Insert at the end: "Stephen Hopkins, a delegate with cerebral palsy, said 'my hands may tremble, my heart does not.'"</p> <p>Change will be reflected on the reduced student edition page of the corresponding Teacher Edition page.</p>
5	SE/TE	223, paragraph 4, 2nd sentence	does not mention Indian leader	Change "The Cherokee and Mohawk fought with the British, hoping that they would stop westward expansion." to "Both the Mohawk, under their leader Joseph Brant, and the Cherokee fought with the British, hoping they would stop westward expansion."

Grade	Component Name	Page/ Location	Identified Error	Proposed Correction
				Change will be reflected on the reduced student edition page of the corresponding Teacher Edition page.
5	SE/TE	299, Who will you meet?	The name "Sacajawea" is spelled incorrectly.	Change spelling of name from "Sacajawea" to "Sacagawea" Change will be reflected on the reduced student edition page of the corresponding Teacher Edition page.
5	SE/TE	363, title	Title does not reflect the idea that the cotton gin did not make life easier for everyone.	Change title from "Inventions Make Life Easier" to "Inventions Bring Changes." Change will be reflected in the reduced student edition page of the corresponding Teacher Edition page.
5	SE/TE	395, section title	title may reinforce negative stereotypes about Jews	Change title from "The Motive for Profit" to "New Goods and Services Become Available." Change will be reflected in the reduced student edition page of the corresponding Teacher Edition page.
5	SE/TE	R17, sidebar note related to First Amendment	note should not identify Congress as the only body affected by the Bill of Rights	Change to "Government cannot promote religion or set up an official religion or stop people from practicing a religion. Government cannot stop people or newspapers from saying what they want."
5	SE/TE	R67, Index	First entry under "S" the name "Sacajawea" is spelled incorrectly.	Change spelling of name from "Sacajawea" to "Sacagawea"
5	TE	28, subhead title	Title of subhead is incorrect.	Change "Government of Large Nations" to "Governments Past and Present"
5	TE	54	Highlighted student answers make student edition text illegible in teacher edition.	Make highlighting lighter so that text in reduced student page is legible in teacher edition.
5	TE	149	Two Quest Connection entries should not appear on this page.	Remove two Quest Connections headings and text from the side column.
5	TE	153	Insert text to address Quest Connection and Interactivity in the side column	Insert the following text in the column " Quest Connection Ask students to read the Quest Connection box. Tell them that they should underline the difference between jobs in the city and jobs in the country throughout the subsection "Artisans and Craftspeople" Insert the following additional text in the column Interactivity "Go online so students can explore Life in the Colonies, which will help them complete

Grade	Component Name	Page/ Location	Identified Error	Proposed Correction
				the Quest."
5	TE	154	Move Word Wise teacher support from p. 149 to 154	Insert this text at the bottom of the side column: " Word Wise Write the contraction <i>didn't</i> on the board, followed by the phrase <i>did not</i> . Ask students to think of other contractions made from a verb and the word <i>not</i> . Then have them brainstorm other examples of contractions. Write their responses on the board."
5	TE	165	Remove the label "Understand the Quest Connection."	Remove the label "Understand the Quest Connection"
5	TE	166	Highlighted student answers make student edition text illegible in teacher edition.	Make highlighting lighter so that text in reduced student page is legible in Teacher Edition.
5	TE	169	Interactivity box is missing from the bottom of the column.	Insert the following text at the bottom of the column: "INTERACTIVITY Go online to help students review this lesson, reading main ideas and learning from images."
5	TE	171	Move Word Wise teacher support from p. 173 to 171	Insert the following text in the column " Word Wise Read aloud the sentence with the word <i>rule</i> in the first paragraph on the page. Say: <i>The word rule can mean more than one thing. It can mean "to control" or "a directive on how to act or behave."</i> Any time you come across a word with more than one meaning, you need to use context clues to figure out which meaning is used. Which definition makes sense here? (to control) Have students turn to the last paragraph of this lesson to practice with other multiple-meaning words: pushed, crossed, stage, set. Students should work with a partner to find at least two meanings and choose which meaning is used in the sentence. Check understanding by having volunteers share their findings."
5	TE	173	Incorrect placement of Quest Connections	Remove the "Quest Connections" and "Understand the Quest Connection" headings and paragraphs.
5	TE	175	Incorrect placement of Quest Connection	Remove the "Quest Connection" heading and paragraph from the side column.

Grade	Component Name	Page/ Location	Identified Error	Proposed Correction
5	TE	177	Move Word Wise teacher support from p. 175 to 177	Insert the following text in the column near the top of the page: " Word Wise Read aloud the paragraph about synonyms. Have students work with a partner to find another word on the page that they know a synonym for. If they struggle, provide suggestions: <i>felt, attacked, large, surviving</i> . Have pairs share their findings with the class."
5	TE	179	Incorrect placement of "Understand the Quest Connection" label.	Remove the label "Understand the Quest Connection"
5	TE	235, Background Information note	Does not provide information about Haym Salomon later in life.	Below the current text on John Paul Jones, insert: "<new paragraph> Haym Salomon On the student edition page, students learn how Salomon served his country during the war. You might want to share that, after the war, he continued to support the country by buying government bonds and encouraging others to do so. Unfortunately, Salomon died in poverty in 1785."
5	TE	244a First Column in Chart	In first column in chart under "Connect" change "Big Question Video" to "Field Trip Video"	Change "Big Question Video" to "Field Trip Video"
5	TE	337, Lesson 4 Check, Question 7	Student answer says "Colonies such as Spain"	Change student answer from "Colonies such as Spain should not try to recolonize in the Western Hemisphere." to "Countries such as Spain should not try to recolonize in the Western Hemisphere."
5	TE	355 Writing Tips	Writing Tips, line 2 has "movie proposal movie"	Change "movie proposal movie" to "movie proposal."
5	TE	373	Jumpstart Activity, line 6, word "with" is missing from the sentence	Jumpstart Activity, line 6, change "Provide students a blank piece of paper " to "Provide students with a blank piece of paper"
5	AG	39, Activity 2	next to last paragraph, 5th line: sentence is missing words: "...people had for the colonies."	Change "...people had for the colonies." to "...people had for coming to the colonies."
5	AG	49, Activity	1st line is missing a word: "... a fictional character of choice..."	Change "...a fictional character of choice..." to "...a fictional character of their choice..."
5	AG	101, intro para	line 3: Change "...of Questopolis choose a democracy." as Questopolis is choosing a form of government.	Change: "...Questopolis choose a democracy." to "...Questopolis choose a form of government."
5	AG	119, Readers	last Barnabus line of page:	Change "First of all, General..."

Grade	Component Name	Page/ Location	Identified Error	Proposed Correction
		Theater	Changing reference to "President Washington" so as not to confuse students. Washington was the Convention president, but he had not been elected president of the U.S. yet.	er...er...President Washington fought for our country's independence." to "First of all, the president of the convention, George Washington, fought for our country's independence."
5	AG	121, Readers Theater	last Abigail line: she refers to President Washington. Changing reference to "President Washington" so as not to confuse students. Washington was the Convention president, but he had not been elected president of the U.S. yet.	Change "I see President Washington!" to "I see George Washington!"
5	AR	Biography Cards: Harriet Tubman	lacks contributions/proportion of portrayals of people with disabilities	Change the second bullet from: "Helped lead about 300 enslaved people to freedom on the Underground Railroad" to "Helped lead about 300 enslaved people to freedom, despite her disability that made her fall asleep without warning."

Pearson Scott Foresman and Prentice Hall, *California History-Social Science: myWorld Interactive*, Grades Six through Eight

Program Summary:

California History-Social Science myWorld Interactive includes: Student Edition (SE), Teacher Edition (TE), Active Journal (AJ), Additional Resources (AR) located online.

Recommendation:

California History-Social Science myWorld Interactive is recommended for adoption because the instructional materials include content as specified in the *History–Social Science Content Standards for California Public Schools* and meet all the criteria in category 1 with strengths in categories 2–5.

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

The program supports instruction designed to ensure that students master all the *History–Social Science Content Standards* for the intended grade levels and meets all of the evaluation criteria in category 1.

Citations:

- Criterion #1: Grade 6, TE/SE pp. 113, 156-163, AJ pp. 30-37; Grade 7, TE/SE pp. 121, 130-133, 191, 269, 369, 480-483, AJ pp. 32-39, 122-135; Grade 8, TE pp. 171-182, SE pp. 126, 368-373, AJ pp. 66-75, AR Biographies: Elizabeth Cady Stanton
- Criterion #4: Grade 6, AR Quest Sources Topics 3; Grade 7, AR Quest Sources Topic 2; Grade 8, Quest Sources Topic 2
- Criterion #6: Grade 6, AR Interactive Primary Sources Bhagavad-Gita; Grade 7, AR Interactive Primary Sources Travels Ibn Battuta; Grade 8, AR Interactive Primary Sources “Ain’t I a woman?” Sojourner Truth
- Criterion #8: Grade 6, AJ pp. 104-105; Grade 7, AJ pp. 78-79; Grade 8, AJ pp. 38-39

Criteria Category 2: Program Organization

The organization and features of the instructional materials support instruction and learning of the standards.

Citations:

- Criterion #1: Grade 7, TE pp. xxvii-xxxix, 6C-6J, 60A-60H; Grade 8, TE pp. xxx-xliii, 2A-2F, 38A-38H

- Criterion #5: Grade 6, SE pp. 59, 153-155; Grade 7, SE pp. 173, 376; Grade 8, TE pp. 134, 304-306, 572
- Criterion #9: Grade 7, Quest Sources Topic 6, AJ pp. 134-141 Topic 8, AJ pp. 178-185; Grade 8, Quest Sources, Topic 5, AJ pp. 122-129, Topic 7, AJ pp. 174-181
- Criterion #11: Grade 6, AJ pp. 13, 15, 23, 39, 44, TE pp. 60-61, 285, 288; Grade 7, AJ pp. 92, 94, 96, 97, 99

Criteria Category 3: Assessment

The instructional materials provide teachers with assistance in using assessments for planning instruction and monitoring student progress toward mastering the content.

Citations:

- Criterion #1: Grade 6, AR Lesson Quizzes, Topic Tests, TE pp. 44-45; Grade 7, AR Lesson Quizzes, Topic Tests, TE pp. 298-299; Grade 8, AR Lesson Quizzes, Topic Tests, TE, pp. 164-165
- Criterion #4: Grade 6, SE. p. 363, AR, Topic Test #5; Grade 7, SE p. 447, AR Topic Test #8; Grade 8, SE p. 313, AR Topic Test #2
- Criterion #6: Grade 6, SE pp. 57, 76, 99, 126; Grade 7, SE pp. 244, 252, 259; Grade 8, SE pp. 132, 146
- Criterion #7: Grade 6, AR Rubrics for Arguments; Grade 7, AR Rubric for Narrative Essay; Grade 8, AR Rubric for Civic Discussion

Criteria Category 4: Universal Access

Program materials ensure universal and equitable access to high-quality curriculum and instruction for all students and provide teachers with suggestions for differentiation for students with special needs.

Citations:

- Criterion #1: Grade 7, TE pp. 64, 286, 295, 306-307, AJ p. 129; Grade 8, TE pp. 46, 60
- Criterion #5: Grade 7, TE pp. ELA1-ELA14; Grade 8, TE pp. ELA1-ELA14
- Criterion #6: Grade 6, TE pp. 231, 236, 245; Grade 8, TE pp. 324, 336, 342
- Criterion #8: Grade 7, TE p. 313; Grade 8, TE pp. 416

Criteria Category 5: Instructional Planning and Support

The instructional materials contain a clear road map for teachers to follow when planning instruction and are designed to help teachers provide effective standards-based instruction and ensure opportunities for all students to learn the essential skills and knowledge specified in the standards.

Citations:

- Criterion #1: Grade 6, TE pp. xxvi-xxxvii; Grade 7, TE pp. xxvii-xxxix; Grade 8, TE pp. xxx-xliii, pp. 138, 147
- Criterion #2: Grade 6, TE p.138; Grade 7, TE p. 88; Grade 8, TE pp. 133, 395
- Criterion #3: Grade 6, TE p. 20; Grade 7, TE p. 19; Grade 8, TE p. 134
- Criterion #6: Grade 6, TE pp. 46A-46I; Grade 7, TE pp. 102A-102G; Grade 8, TE pp. 242A-242I
- Criterion #7: Grade 6, TE p. 147; Grade 7, TE p. 193; Grade 8, AJ pp. 2-13
- Criterion #15: Grade 6, TE p. 133; Grade 7, TE p. 105; Grade 8, TE p. 115

Edits and Corrections:

The following edits and corrections must be made as a condition of adoption:

1. Grade 6, TE/SE p. 130: Under “India’s early civilizations,” the first sentence suggests that “The early civilizations of India were nothing short of surprising.” This statement can be interpreted as biased. Correction: remove “were nothing short of surprising,” and change to “The early civilizations of India built vast empires...”
2. Grade 6, TE/SE p. 132: The Indus Valley civilization is referred to as the “Indus Sarasvati Civilization.” This is a subject of controversy, not settled fact. Correction: Remove mention of “Sarasvati” and refer to it as “Indus Valley Civilization” as has already been done elsewhere in the program.
3. Grade 6, TE/SE p. 136: Change the sentence, “India’s first civilization grew...and Sarasvati rivers,” to “India’s first civilization grew around the Indus valley.” Change “After the Indus Sarasvati Civilization...” to “After the Indus Valley Civilization.”
4. Grade 6, TE p. 139: Remove reference to Sarasvati in “Apply Concepts” and replace with “Indus Valley Merchants.” Also remove “Sarasvati” in section called, “What Mysteries Surround the Indus Valley Civilization?” and replace with “Indus Valley.”
5. Grade 6, TE/SE pp. 141-142: Under “Who were the Indo-Aryans”? Three theories are mentioned. All are speculative. None is either proved or disproved. Correction: Remove the sentence, “This theory has proven to be false, however.” Change “In the past, many historians accepted the Aryan invasion theory,” to “In the past, many historians accepted the Aryan invasion theory, but many historians today reject this idea.”
6. Grade 6, TE/SE p. 145: Caste System Chart, “Dalits” are not part of the caste system. Remove the row “Dalits.”

7. Grade 6, SE/TE p. 150, paragraph 4: "They helped explain religious ideals and how people should live their lives." Correction: This sentence is repeated twice so omit the last sentence in this paragraph.
8. Grade 6, SE/TE p. 151, paragraph 3: "What are Hindus' beliefs..." Section missing period at the end of penultimate sentence.
9. Grade 6, AJ p. 174: Roman Numerals and Arabic Numerals are mislabeled in both columns. Correction: switch titles of columns.
10. Grade 8, SE/TE p. 379, Topic 5, Lesson 6 Arts and Literature, line 4-6: "Although Foster was a northerner, many of his songs such as "Dixie", referred to southern traditions and were popular in the South." Stephen Foster did not write "I Wish I Was In Dixie". It was written in 1859 by Daniel D. Emmett.
11. Grade 6, SE/TE Topic 2, Civilizations and Peoples of the Fertile Crescent (3400 BCE to 70 CE), p. 49, introduction, timeline, map, map label: change to, "Egypt, Phoenicia, Israel, Canaan, Syria, Assyria, Mesopotamia, Sumer, Persia"
12. Grade 8, Additional Resources, Biographies, list item, Haym Soloman (1740–1785), correct spelling: "Haym Salomon"
13. Grade 8, Topic 8: Lesson 3: Hardship for American Indians, pp. 522-523: ""In Plains Indian nations, men and women had distinct jobs within society. While their roles were different, there was more flexibility than in white society." Add sentence, "Some tribes had "two spirit" traditions, which were later lost when new Anglo-American gender roles were imposed."
14. Grade 8, pp. 577-578: edit biography of Jane Addams to say: "There, in an old mansion, she and her romantic partner, Ellen Starr, opened a settlement house named Hull House in 1889."
15. Grade 8, "Interactive Primary Sources" section of the "Additional resources" includes a document called "Two poems, Langston Hughes" and should be edited to say: "Langston Hughes, who was both African-American and gay, wrote about how it felt to be African American."

Publisher-Submitted Errata

Grade	Component	Page	Description of Location	Description of Correction
6	Student	18	How Did Humans Adapt" para, last sentence	Delete "to" between "and" and "find": and find new
6	Student	47	Watch Box	Add title to "Watch" box The Code of Hammurabi
6	Student	48	Timeline	Move leader and marker for 3400 BCE date to right to correct position
6	Student	49	timeline	Revise 720s BCE entry to read: "Assyria conquers northern Kingdom of Israel."
6	Student	80	first paragraph, line 6	delete the word "even".
6	Student	80	2nd paragraph	Revise to read (revised text in bold): "The

Grade	Component	Page	Description of Location	Description of Correction
				accounts of the Exodus and the Ten Commandments are important to Jews, Christians, and others. For them, a lesson of the Exodus is that if people believe in God and obey God's laws, God will protect them and support them. Memory of the journey from slavery to freedom teaches Jews to help oppressed people."
6	Student	91	The Kingdom Divides, paragraph 2	capitalize 'Kingdom' x 2
6	Student	93	Roman Rule	Change "In response, in CE 70," to "In CE 70,"
6	Student	93	Caption	change families "takes part" to families "take part"
6	Student	95	Chart	Revise for clarity from "Jews who accidentally break the rule of the Sabbath are to perform prayers and observances focused on making the Sabbath a more spiritual experience." to "Jews observe the Sabbath as a day of rest from work, with communal prayer in the synagogue and time spent with family and friends during festive meals in the home." Also change ""The shofar is blown during synagogue services for Rosh Hashanah." to "Rosh Hashanah celebrates the world's creation with prayers in the synagogue, reflection on the past year, the blowing of the shofar, and festive meals." Also change: "In the Temple period, passover originally occurred on the celebration of the barley harvest." to "You shall not eat any food made with yeast; for seven days you are to eat matzah [unleavened bread], the bread of affliction; for you departed from the land of Egypt hurriedly—so that you may remember the day of your departure from the land of Egypt as long as you live." Deuteronomy 16:3
6	Student	96	lines 5-6	delete words supreme, invisible
6	Student	112	Thutmose III, line 3	delete the word Palestine
6	Student	137	paragraph 2	Revise text as follows for clarity: From "Archaeologists have found most of what we know about Indus Valley Civilization. In the 1920s, they discovered the ruins of two great cities: Harappa and Mohenjo-Daro. Since then, archaeologists have found more than a thousand other towns and villages from this civilization." To "Archaeologists have found most of what we know about Indus Valley Civilization. In the 1920s, they discovered the ruins of two great cities: Harappa and Mohenjo-Daro. Since then, archaeologists have found more than a thousand other cities,

Grade	Component	Page	Description of Location	Description of Correction
				towns, and villages from this civilization spread across the region."
6	Student	139	Government and Religion, paragraph 4	Revise text as follows for clarity: From: "However, some Indus Valley statues and small carvings have features that seem to show practices of Hinduism, a religion that developed later in this region. To: "However, some Indus Valley statues and small carvings have features that seem to show practices of what we now know as Hinduism."
6	Student	139	Government and Religion, paragraph 4	Revise text as follows for clarity: From "Some Indus Valley carvings look like people meditating or offering a formal greeting, important practices in Hinduism today" To: "Some Indus Valley carvings look like people meditating or offering a formal greeting 'Namaste', important practices in Hinduism today."
6	Student	145	Chart	Revise chart caption as follows. From: "Analyze Charts The caste system grouped ancient Indians into an occupation-based caste called jati and a religious status caste called varna. Summarize What did these types of groupings have in common?" To: "Analyze Charts Ancient Indian society was grouped by varnas, or groups based on one's skills. These groups are thought to have later developed into the caste system."
6	Student	145	How Did the Caste System Develop, Paragraph 2	Revise text as follows for clarity; From "In fact, the evidence suggests that families could sometimes move from one varna to another. Hindu sages like Valmiki and Vyasa were not Brahmins, while some who were born into Vaisya or Sudra families became warriors." To: ""In fact, the evidence suggests that families could move from one varna to another. Hindu sages like Valmiki and Vyasa were not born Brahmins, while some who were born into Vaisya or Sudra families became warriors."
6	Student	149	What Was Early Hinduism Like	Revise text as follows for clarity: From "During the Vedic Age, early Hinduism, also known by some scholars as Brahmanism, was a religion based on rituals, particularly sacrifices to the gods. The term Brahmanism referred to Brahman, the all-powerful deity that Hindus worship." To: "During the Vedic Age, early Hinduism was based on the principle of Brahman, the all-powerful principle that Hindus believe exists in all beings. It was made up of elaborate rituals to worship the various deities that were seen as

Grade	Component	Page	Description of Location	Description of Correction
				manifestation of this divine principle."
6	Student	149	How Did Classical Hinduism Develop	Revise text as follows for clarity: From: "Some thinkers moved away from ritual and more openly embraced the concept of Brahman, a single spiritual power that existed beyond the Gods of the Vedas and resided in all things." To: "Some thinkers emphasized and built on top of the concept of Brahman, a single spiritual power that manifested in the Gods of the Vedas and resided in all things."
6	Student	154	third paragraph	Revise text as follows for clarity. From: "Women were often not treated as equals in the Indian subcontinent. This often went against core Hindu teachings about the equality of genders. Women had rights to their own personal wealth, but in most cases, had fewer property rights than men. This was similar to other ancient societies. Women could also participate in religious ceremonies, and there were some women who became Hindu sages. But most often, women were not treated as equals." To: ""Women were sometimes not treated as equals in the Indian subcontinent. This often went against core Hindu teachings about the equality of genders. Women had rights to their own personal wealth, but in most cases, had fewer property rights than men. This was similar to other ancient societies. Women could also participate in religious ceremonies, and there were some women who became Hindu sages."
6	Student	158	last paragraph	Revise text as follows for clarity. From: ""Siddhartha began his search by studying with Hindu gurus. They taught him that life is a cycle of birth, death, and rebirth." To: "Siddhartha began his search by studying with Hindu gurus. They taught him meditation techniques and the different teachings of the Upanishads which he was to later build upon with his own insights."
6	Student	166	Success on the Battlefield, first sentence	Revise text as follows for clarify: From: "Kautilya trained his pupil well to become a brilliant military leader." To: "Kautilya trained his pupil to become a brilliant military leader."
6	Student	166	Map Key, Maurya empire label	Add the letter E after "BC" and set "BCE" in small caps: BCE
6	Student	167	Building a Government, 2nd paragraph, 2nd sentence	Delete the following sentence for accuracy: He patterned his government after that of the Persian empire.
6	Student	167	Buiding a	Revise text as follows for accuracy. From: "He

Grade	Component	Page	Description of Location	Description of Correction
			Government, 3rd paragraph, last sentence	used them to support a large army and his own costly lifestyle as well." To: ""He used them to support a large army."
6	Student	167	Connections to Other Regions, fifth sentence, etc.	Revise text as follows for clarity. From: "Rather than engaging in all-out war, the two rulers settled their differences. They agreed on a peace treaty. Seleucus gave up control of some lands west of the Indus. Chandragupta, in exchange sent Seleucus 500 elephants." To: "The two leaders agreed to a peace treaty in which Seleucus gave up territory west of the Indus in exchange for 500 elephants."
6	Student	168	Kautilya's Advice, last paragraph	Revise the text as follows for clarity. From: "On the other hand, the Arthashastra also advises the ruler to do whatever is necessary to keep power. Kautilya says that people cannot be trusted, and he urges severe punishments for crimes." To: ""A good king also has self-control, consults with elders, stays up-to-date about threats to his kingdom . . . and enhances his knowledge in all areas of learning."
6	Student	169	#3, 3rd to last sentence/question	Delete the S from "takes": take
6	Student	174	First paragraph of lesson	Revie text as follows for clarity. From: "After the collapse of the Mauryan empire, India broke into many small kingdoms. Armies from the north and west invaded India repeatedly." To: " After the collapse of the Mauryan empire, India broke into many small kingdoms. Armies from the north and west invaded India repeatedly but many invasions were repelled."
6	Student	175	First paragraph	Revise text as follows for accuracy. From "Chandra Gupta's son, Samudra Gupta, conquered most of the remaining small kingdoms of northern India, calling himself the "Exterminator of Kings." To: "Chandra Gupta's son, Samudra Gupta, conquered most of the remaining small kingdoms of northern India."
6	Student	185	Timeline	Swap the positions of "206 bce Han Dynasty begins." and "221 bce Qin Dynasty begins."
6	Student	268	2nd head	change "How Did the Greeks Improve of Technology?" to "How Did the Greeks Improve Technology?"
6	Student	287	Under heading What Were Rome's Natural Advantages? Line 6	Change "seagoing sips" to "seagoing ships"
6	Student	292	3rd para, line 1	change "an official's by time in office" to "an official's time in office"
6	Student	325	In Jesus the Teacher	change "Hebrew scriptures" to "Hebrew

Grade	Component	Page	Description of Location	Description of Correction
			Chead, line 5	Bible".
6	Student	328	Interactive box	Interactive box: title should be "Early Christian Symbols"
6	Student	344	Interactive box	Interactive box: title should be "3-D Model: The Pantheon"
6	Teacher	11	ELD Tip box, 2nd sentence	Change the first "to" to "two" "between two words to indicate"
6	Teacher	46A	Under "Demonstrate," Quest Findings head	Delete the third i in "Findings" Findings
6	Teacher	46J	Help Struggling Learners head	Delete the last S in "exercisess" and add a comma "exercises, and more."
6	Teacher	94	Botto channel	In bottom channel, beneath head, insert bold run in head at the start of text: Crop Rotation
6	Teacher	110	Side column	Delete FPO and place video screen graphic
6	Teacher	132	Differentiated Instruction	DI/Special Education: Change "continent's" to "subcontinent's."
6	Teacher	142	Side column	Change "or" to "of"
6	Teacher	143	IELD feature	IELD feature: Change "certainly" to "certainty"
6	Teacher	144	top left: Identify Main Ideas	line 3 - Change "has" to "had"
6	Teacher	145	top rt: compare/contrast	line 5- Change "includes" to "include"
6	Teacher	149	How Did Classical Hinduism develop?	line 3: Change "out" to "our"
6	Teacher	152	distinguish	line 1- change 's to s' - should be "students' "
6	Teacher	152	distinguish	line 7- insert "the" after "does"
6	Teacher	164	Guided Analysis	line 2- insert 'in' after the word "phrases"
6	Teacher	178	lesson check	#5 - delete repeat of "Delhi"
6	Teacher	204	bottom channel	expanding- fourth line- insert "to" after "students"
6	Teacher	204	IELD Feature	IELD feature: Change "Then ask students exchange their paragraphs with a partner to revise." to "to exchange"
6	Teacher	222H	Left column	Left column, "Objective 2: delete the word "what"
6	Teacher	222J	Investigate, Read	Under Investigate, Read, correct misspelling of "Hellenstic" to "Hellenistic"
6	Teacher	227	bottom channel	left col, line 8- delete the word "is"
6	Teacher	228	How Did Geog. Shape the Greek World?	1st parag- line 3- Change "affect" to "effect"
6	Teacher	230	bottom channel	rt col- 3rd line from bottom- fix typo- "rivalries"
6	Teacher	232	writing workshop	fifth line - delete extra "to"
6	Teacher	232	Writing Workshop	Writing Workshop – "explain ideas in the topic to to their teacher" delete 2nd "to."
6	Teacher	234	Distinguish Cause and Effect	Distinguish Cause and Effect – Change "The phalanx allowed men who could not afford horses and armor to the army." to "to join the army";
6	Teacher	235	IELD feature	IELD feature: "Ask pairs of students read" to

Grade	Component	Page	Description of Location	Description of Correction
				"to read"
6	Teacher	247	Greek Economy/Synthesize Information:	Change "faire" to "failure"; delete 2nd period.
6	Teacher	251	Differentiated Instruction: Advanced:	Change "Have them share parts Herodotus' account with the class." to "parts of Herodotus' account..."
6	Teacher	264	Active Journal/Take Notes:	Change "as the read the lesson" to "as they read the lesson"
6	Teacher	266	Interactive Chart:	Change "Greeks" to "Greek"
6	Teacher	272	Identify cause and effects	line 4- Change "it" to "its"
6	Teacher	272	Take Notes	line 3- Change "the" to "they" to read "they read the lesson"
6	Teacher	275	integrate info-1	line 5- insert "was" after "it" to read "it was good"
6	Teacher	278	answers	#7- correct: Mycenaean (line 2- delete extra c)
6	Teacher	278		Quest Findings: Add DOK 4
6	Teacher	348	Active Classroom, 1st sentence	Insert the word "event" between "which" and "most". To read "which event most"
6	Active Journal	7	2nd question in first box	Change "did" to "do"
6	Active Journal	17	#5	replace "that" with "who"
6	Active Journal	22	first box	change "develped" to "developed"
6	Active Journal	68	4th line of text in Team Challenge	change "pharaoh" to "pharaohs"
6	Active Journal	95	#5	delete the 2nd "is"
6	Active Journal	174	1st sentence of intro text	add BCE after 900: Between 900 BCE and 800 BCE, . . .
6	Quest Worksheet	2	Analyzing Primary Sources: 2. C	change "he" to "the": lacked the power
6	Quest Worksheet	3	Vocab and Reading Support, #4	insert "which": "an ailment which I will treat"?
6	Quest Worksheet	page 4 of 8	Analyzing Primary Sources, 2. C	change "makes" to "make"
6	Quest Worksheet	2	5th line of text under title	change "called" to "calls"
6	Quest Worksheet	4	2nd line of text under title	change "wrote" to "writes": . . . writes that the Romans made . . .
6	Quest Worksheet	4	4th line of text under title	change "become" to "became": . . . where some even became generals.
7	Student	21	In Jesus the Teacher Chead, line 5	Change "Hebrew scriptures" to "Hebrew Bible".
7	Student	24	Interactive box	Interactive box: title should be "Early Christian Symbols"
7	Student	40	Interactive box	Interactive box: title should be "3-D Model: The Pantheon"

Grade	Component	Page	Description of Location	Description of Correction
7	Student	137	Last paragrph, ine 1	last para, line 1, change "northerwest" to "northwest"
7	Student	141	Start up	Start Up description--cap "God"
7	Student	143	Interactive box	Interactive box: change title to "Vedic Era Gods"
7	Student	145	Caption	Chart caption: change "religious status caste" to "skill-based grouping"
7	Student	148	Chart, The Crusades, Effects	Delete: "Crusades find success and failure." Add "Many deaths of soldiers and civilians of people of all faiths;"
7	Student	193	Primary Source, attribution	Change "Faxian" two words to "Fa Xian"
7	Student	212	2nd para, lines 1-2	Change from: "Known as the Golden Horde, the these Mongols ruled Russia for more than 100 years." to "Known as the Golden Horde, this part of the empire ruled Russia for more than 100 years."
7	Student	213	Foreign Visitors Chead, line 2,	Change "such as as the one" to "such as the one".
7	Student	215	photo caption	Change from "The court of Kublai Khan in Marco Polo's time" to "Kublai Khan's court welcomes Marco Polo in this illustration from the 1800s"
7	Student	221	Reading Support Item #5	Change "Manzi was the name used for southern China." To "Manzi was an insulting name used for southern Chinese."
7	Student	226	Reading Check	Change from "Identify Cause and Effect How did technological innovations helped spur trade..." to "Identify Cause and Effect How did technological innovations help spur trade..."
7	Student	230	Lesson Check, # 5	Change "What affect did..." to "What effect did..."
7	Student	286	Biography feature	Change "Huyana Capac" to "Huayna Capac"
7	Student	301	Video Title	Change video title from "Interview With a Modern Griot" to "A Keeper of History"
7	Student	333	Map, key, green arrow label	Change "Vasco de Gama" to "Vasco da Gama"
7	Student	347	"Renaissance Ideas Spread" head, 3rd sentence	Make "language" plural to read "languages"
		350	In paragraph under Essential Question, 2nd sentence	Change "How did written and oral traditions, as well as people's movements along trade routes, allow those cultures to endure?" to "How did written and oral traditions allow those cultures to endure? What role did trade play?"
7	Student	401	2nd para, last sentence	Change "Azecs" to "Aztecs"
7	Student	402	Pizarro image caption	Change "Athualpa" to "Atahualpa"
7	Student	431	Lesson Check, #3a	Delete the extra word "positive."

Grade	Component	Page	Description of Location	Description of Correction
7	Student	473	3rd para, 3rd sentence	Change "irights" to "rights"
7	Teacher	44	Active Classroom, 1st sentence	Insert the word "event" between "which" and "most" to read "which event most"
7	Teacher	61	Watch box, 2nd para, 2nd to last sentence	Change "mus" to "must"
7	Teacher	61	Watch box, 3rd para, 2nd to last sentence	Change "husband" to "husbands"
7		61	Watch box, 3rd para, 2nd to last sentence	Delete the word "a" between "In" and "family"
7	Teacher	61	Watch box, 3rd para, 2nd to last sentence	Change "business" to "businesses"
7	Teacher	80	Ntergrated English Language Development head	Add the missing I INTEGRATED
7	Teacher	83	Differentiated Instructions, Advanced para, 1st sentence	Add "and" between "knights," and "serfs." to read "knights, and serfs."
7	Teacher	110	Emerging para, 4th sentence	Change "difference" to "differences"
7	Teacher	114	Hypothesize sub-head, 2nd sentence	Add "think" between "you" and "France" to read "Why do you think France"
7	Teacher	123	Interactive Simulation box, 3rd sentence	Delete "to" between "students" and "share" to read "Have students share their ideas"
7	Teacher	144	Interactive Map box, 4th sentence	Add the word "year" after "by" to read "year by year"
7	Teacher	150c	objective 2	Change "pled" to "played"
7	Teacher	150E	objective 1	line 3- change "expland" to "expand"
7	Teacher	150F	objective3	line 3- change "encourage" to "encouraged"
7	Teacher	150H	objective3	line 3- change "lead" to "led"
7	Teacher	153	Where Was the Islamic World	line 3- change "appear" to "appears"
7	Teacher	171	Analyze Primary Sources:	change "which is way Turkish soldiers are victorious" to "which is why Turkish soldiers are victorious"
7	Teacher	172	Lesson Check #4	change "They early caliphate was controlled by Arabs." to "The early caliphate was controlled by Arabs."
7	Teacher	178	primary source	line1- change "ace" to "bce"(Small caps)
7	Teacher	193	Assess	Assess: "To assess this skill, have students have students" delete second "have students"
7	Teacher	199	analyze maps	line 5- change "mean" to "means"
7	Teacher	204	IELD feature Bridging	IELD feature/Bridging: change "build on each others ideas," to "build on each other's ideas,"
7	Teacher	209	learn	line 2- change "student" to "students"
7	Teacher	214		change "Battutua" to "Battuta"
7	Teacher	218	ID c/e 1	line 3- change "ship" to "ships"

Grade	Component	Page	Description of Location	Description of Correction
7	Teacher	222	bottom channel	#2, line 4, change "Chau Ju kua" to "Zhou Rukuo"
7	Teacher	251	ID main idea	line 3- change "wood" to "woods"
7	Teacher	253	learn	line 2- change "student" to "students"
7	Teacher	422	Analyzing Primary Sources, 3, 1st sentence	Change "form" to "from"
7	Teacher	466	Two New Powers ..	line 2- change "expended" to "expanded"
7	Active Journal	52	table heading, 2nd column	change "Fund" to "Find" and insert space between "Because" and 1st period: I Find Them Interesting Because . . .
7	Active Journal	52	Lesson 2, last sentence	change "figure" to "figures"
7	Active Journal	52	Lesson 3, last sentence	change "their" to "his or her"
7	Active Journal	54	#2	change to: "ruler's claim to throne" or "rulers' claims to thrones"
7	Active Journal	64	intro paragraph	replace "table" with "diagram"
7	Active Journals	225	Main Idea sample answer	delete extra "of"
7	Quest Worksheet	2	5th line of text under title	change "called" to "calls"
7	Quest Worksheet	4	2nd line of text under title	change "wrote" to "writes": . . . writes that the Romans made . . .
7	Quest Worksheet	4	4th line of text under title	change "become" to "became": . . . where some even became generals.
	Quest Worksheet	1	Close Reading and Vocab Support, #4	replace "someone" with "people"
7	Quest Worksheet	1	Close Reading and Vocab Support, #4, 2nd line	replace "she" with "May"
7	QW	page 4 of 6	4th line of intro paragraph	add "s" to end of author's last name: Stearns
7	Quest Worksheet	5	Analyzing Primary Sources, 2. D	change stricture to stricter
7	Quest Worksheet	6	first line under title	change "Andrea" to "Andreas"
8	Student	30	image callout	Change "The Spirit of Laws" to "The Spirit of the Laws"
8	Student	43	Start Up copy	correct spelling of "Monongahela"
8	Student	109	new as of 2/21/17	in map caption, #1, delete first "have"
8	Student	151	image callout	change "foster cooperation" to "fosters cooperation"
8	Student	159	Academic Vocabulary callout	change "responsibilities" to "responsibility"
8	Student	161	chart source	correct spelling of "Commission" in "Federal Election Commission"
8	Student	171	take notes copy	change "your read" to "you read"
8	Student	212	image callout	change "Untied" to "United"
8	Student	223	map	Change "Chippews" be "Chippawa"

Grade	Component	Page	Description of Location	Description of Correction
8	Student	267	second paragraph	change "reign in" to "rein in"
8	Student	327	Second paragraph, lines 6-11	Revise text to read as follows (Edits indicated in bold): "Men and women began to be viewed as fundamentally different, with distinct gender-based roles. Women were judged to be best suited to the domestic life, while men were expected to go out and earn a living in the world. As a result, women and men formed close bonds with one another inside their separate spheres, while at the same time were also expected to marry and raise a family.
8	Student	356	image callout	correct spelling of "abolitionist"
	Student	368	Early Calls for Women's Rights, 2nd paragraph, lines 3-6	Insert bold text as follows for clarification: "As these women worked to end slavery, they became aware that they lacked full social and political rights themselves. They and many other women felt limited by their gender when society was so dominated by men. Both white and African American abolitionists, men and women, joined the struggle for women's rights.
8	Student	382	quest findings box	change "eassy" to "essay"
8	Student	420	chart callout	correct spelling of "Analyze"
	Student	466	The Thirteenth Amendment Changes Life in the United States, Third paragraph, starting on line 5	Insert bold text as follows for clarification: "Many thousands searched for and reunited with the family members who had been torn away by slavery. For many, Reconstruction meant a chance to rebuild the kinship ties that slavery had severed.
8	Student	503	quest connections box	change "railrods" to "railroads"
8	Student	524	Changing Traditional Ways of Life, First paragraph	Insert bold text as follows for clarification: "In 1867, federal officials established a peace commission to end the wars on the Plains. The government sent many American Indian children to government-run boarding schools, which forced them to dress in European-style clothes and learn English. They were discouraged from practicing their own culture or speaking their own language."
8	Student	526	third paragraph	change "calvary" to "cavalry" x2
8	Student	529	Dawes Act, second paragraph, lines 3-6	Insert bold text as follows for clarification: "With the Dawes Act, the government tried to lessen traditional influences on Indian society by making land ownership private rather than shared. The Act also ended some elements of female authority respected in many tribal societies.

Grade	Component	Page	Description of Location	Description of Correction
8	Student	541	copy under "start up"	change "soliders" to "soldiers"
8	Student	547	image callout	change "why note" to "why not"
8	Student	554	question 3	change "increased" to "increase"
8	Student	565	image callout	change "Statute of Liberty" and "statute" to "Statue of Liberty" and "statue"
8	Teacher	4	top paragraph	add "were" after "years": "How many years were between Columbus's arrival..."
8	Teacher	5	top paragraph	first sentence: remove "the" before "North America"
8	Teacher	5	interactive map	change "a" to "an" "Goods from the Americas were the products of an agricultural-based economy..."
8	Teacher	11	interactive map	first sentence: remove second "the" before "Interactive Map"
8	Teacher	28	top paragraph	change "Enightenment" to "Enlightenment"
8	Teacher	30	history background	second paragraph: change "thrown" to "throne": "...to ascend the throne in 1689."
8	Teacher	32	determine author's purpose	change "asnwer" to "answer"
8	Teacher	48		Cause and Effect side channel question 2: Change "her" to "he"
8	Teacher	48		Analyze side channel answer, line 2: Delete "be"; should read: "Students should show"
8	Teacher	49	history background	change "backgroud" to "background" in title
8	Teacher	49	history background	last paragraph: change "or" to "for" "it was a duel between Britain and France for colonial mastery"
8	Teacher	52	start up: top paragraph	change "is" to "it" before "shows"
8	Teacher	52	start up: hypothesize	change "homes" to "home"
8	Teacher	58	top orange header	change "Townsend" to "Townshend"
8	Teacher	60	differentiated instruction	advanced: change "it" to "of" "Have students compare the illustration of the Boston Massacre..."
8	Teacher	66	history background	add "to" after "refused" "Thoreau refused to pay..."
8	Teacher	70	interpret (third paragraph)	remove second "to" before "emphasize": "Emerson wanted to emphasize..."
8	Teacher	80	top paragraph	change "unalieanable" to "unalienable"
8	Teacher	90	history background	change "hisory" to "history" in title
8	Teacher	94	history background	Change "When" to "With": "With his ships big guns destroyed"
8	Teacher	98	lesson check 4	change "opression" to "oppression"
8	Teacher	98	Lesson Check 2:	Change "Guerilla" to "Guerrilla"
8	Teacher	115	Interactive Gallery title	change "Delegates of the Constitutional Convention" to "Delegates to the Constitutional Convention"

Grade	Component	Page	Description of Location	Description of Correction
8	Teacher	154	top paragraph	change "government" to "governments" in "Discuss the responsibilities local government have"
8	Teacher	169	History Background	change "custice" to "justice"
8	Teacher	173	top headline	change "How Does Alexander Hamilton Deal with the National Debt?" to "How Did Alexander Hamilton Deal with the National Debt?"
8	Teacher	178	cite evidence	change "principals" to "principles"
8	Teacher	185	draw conclusions	add question mark after "Why did Jefferson fear a strong federal government?"
8	Teacher	185	interpret	change "it" to "its" "Hamilton believed a national bank was necessary for the government to collect taxes and pay its bills."
8	Teacher	196	Hamilton and Burr Duel	change "fomulate" to "formulate"
8	Teacher	205	paraphrase	change "it's" to "its" in "its course and communication with the waters"
8	Teacher	210	summarize	change period to question mark after: "How was Jefferson's foreign policy challenged when pirates took the American ship Philadelphia and imprisoned its crew?"
8	Teacher	222	sequence	change "Washinton" to "Washington"
8	Teacher	222	sequence	capitalize "President's"/"President"
8	Teacher	244	first paragraph	change "1800" to "1824" in first sentence
8	Teacher	244	differentiated instruction	change "Fennimore" to "Fenimore"
8	Teacher	262	primary source box	change "nulification" to "nullification"
8	Teacher	242E	title	capitalize "Indians"
8	Teacher	408	lesson check question 4, last sentence	correct spelling of "territory"
8	Teacher	444	top paragraph	correct spelling of "Pennsylvania"
8	Teacher	558B	Suggested Resources	third bullet: change "Lawrence" to "Laurence"
8	Active Journals	76	under the Government column, last bullet	insert "the" before "Supreme Court": . . . establishing the Supreme Court
8	Active Journals	77	first box under "Column 2"	insert "a" before "profit": . . . making a profit in this way.
8	Active Journals	108	#1	change "towards" to "toward"
8	Active Journals	115	2nd bullet in sample entry	Change first "American" to Americans (plural).
8	Active Journals	119	last paragraph on page, 4th line down	change readers to: readers'
8	Active Journals	219	last line of text in Lesson 3	add s to differ: . . . how your evidence differs.
	Biography		Charlie Parkhurst	Revise text as follows for clarity (Revisions in

Grade	Component	Page	Description of Location	Description of Correction
				<p>bold): "Charley Parkhurst (1812-1879)</p> <p>After Parkhurst died, acquaintances were very surprised at a revelation: Parkhurst had a female body. Parkhurst was born Charlotte Parkhurst in Lebanon, New Hampshire, in 1812. After Parkhurst's mother died, she was placed in an orphanage. She ran away from the orphanage as a youth. During the 1800s, girls and women were very limited in the types of jobs and activities they could pursue; it may have been for this reason that Parkhurst started to dress and live as a young man. Parkhurst found work as a stable boy on a farm in Massachusetts. Parkhurst's skill with horses was noticed, and Parkhurst was hired to drive a wagon team. The entire time, Parkhurst lived as a man.</p> <p>In 1851, Parkhurst made the long trip to California. The gold rush had begun in 1848, and there were many opportunities in the West. Parkhurst worked as a farmer, but he also found work driving stagecoaches in northern California. This work required a great deal of strength and skill. Parkhurst dressed in denim jeans and loose shirts and also wore a big hat that partially covered his face and gloves that concealed his small hands. Thus, Parkhurst passed herself off as a man throughout his career. In 1868, Parkhurst may have been the first person born as a female to vote in California.</p> <p>Infer Why would Parkhurst have been the first person born as a female to vote in California?"</p>
8	Quest Sources		First line of text under title and source (TK) at bottom of page	Change Corkwood to Kirkwood
8	Quest Sources	Topic 9 The Promise d Land	Introductory paragraph, 2nd sentence	Revise to read: She came to meet her father, who had gone to America to escape pogroms and anti-Jewish persecution and to prepare a home for his family.

Studies Weekly, *California Studies Weekly – Social Studies*, Kindergarten through Grade Six

Program Summary:

California Studies Weekly – Social Studies includes: Student Edition (SE), Teacher Supplement (TS), digital content.

Recommendation:

California Studies Weekly – Social Studies is recommended for adoption because the instructional materials include content as specified in the *History–Social Science Content Standards for California Public Schools* and meet all the criteria in category 1 with strengths in categories 2–5.

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

The program supports instruction designed to ensure that students master all the *History–Social Science Content Standards* for the intended grade level(s) and meets all of the evaluation criteria in category 1.

Citations:

- Criterion #1: Grade K, Week 12, page SE 1-2; Grade 1, Week 17, page SE 1; Grade 2, Week 4, page SE 2-3; Grade 3, Week 23, pages SE 2-3; Grade 4, Week 26, pages SE 2-3; Grade 5, Weeks 2-5, SE; Grade 6, Weeks 3-5, SE
- Criterion #7: Grade 5, Week 19, page SE 3
- Criterion #9: Grade 6, Week 23, page SE 3

Criteria Category 2: Program Organization

The organization and features of the instructional materials support instruction and learning of the standards.

Citations:

- Criterion #2: Grade 3, Quarter 1, page TS 7
- Criterion #3: Grade 4, Week 2, page SE 4
- Criterion #7: Grade K, Week 1, page SE 1
- Criterion #1: Grade 2, Quarter 1, pages TS 2-4

Criteria Category 3: Assessment

The instructional materials provide teachers with assistance in using assessments for planning instruction and monitoring student process toward mastering the content.

Citations:

- Criterion #1: Grade 2, Quarter 2, pages TS 58-59
- Criterion #2: Grade 6, Quarter 1, pages TS 23-24
- Criterion #3: Grade 3, Week 21, page SE 4
- Criterion #6: Grade K, Quarter 4, page TS 49

Criteria Category 4: Universal Access

Program materials ensure universal and equitable access to high-quality curriculum and instruction for all students and provide teachers with suggestions for differentiation for students with special needs.

Citations:

- Criterion #1: Grade 4, Quarter 4, page TS 42
- Criterion #4: Grade 5, Quarter 2, page TS 27
- Criterion #9: Grade 3, Quarter 3, page TS 16
- Criterion #6: Grade 4, Quarter 2, page TS 64

Criteria Category 5: Instructional Planning and Support

The instructional materials contain a clear road map for teachers to follow when planning instruction and are designed to help teachers provide effective standards-based instruction and ensure opportunities for all students to learn the essential skills and knowledge specified in the standards.

Citations:

- Criterion #9: Grade 4, Quarter 1, pages TS 42-43
- Criterion #16: Grade 5, Quarter 1, page TS 49
- Criterion #17: Grade 2, Quarter 1, page TS 11
- Criterion #10: Grade 1, Quarter 3, page TS 12

Edits and Corrections:

The following edits and corrections must be made as a condition of adoption:

1. Grade 1, SE 3-1: Change “Good citizens are good sports, even when they lose the game,” to “Good citizens have a good attitude, even when they lose the game.”

2. Grade 1, SE 9, Crispus Attucks: The text states Crispus Attucks was one of the first patriots to die in the Revolutionary War. Change to, "He died in the Boston Massacre in 1770, an event that led to the Revolutionary War."
3. Grade 2, SE 11-4: "Atlantic, Arctic, Indian, Pacific and Southern" should have "Ocean" after each word
4. Grade 2, SE 25-2: Existing text, "Governments are formed to take care of the citizens (people). One way the U.S. government helps take care of citizens is to help protect the environment." Change to read, "Governments are formed to take care of the people. One way the U. S. government helps take care of people is to help protect the environment."
5. Grade 2, SE 27, Other Governments – Dictatorship: The publisher might consider creating a caption for the image, identifying Benito Mussolini and Adolph Hitler as examples of 20th century dictators.
6. Grade 2, TS 2-63: "missing "Protecting our Environment" blackline master
7. Grade 2, TS p. 77: "Reserach" should be "research"
8. Grade 2, TS p. 105: "Connector" should be "Connection"
9. Grade 2, Week 36: People Making a Difference, Section 2: Sally Ride: change to, "She joined NASA and became the first female and first lesbian American astronaut."
10. Grade 2, Week 36: People Making a Difference, Section 4: Harvey Milk's Legacy: change to, "'Harvey Milk's Legacy Some people disagreed with Harvey's views and his beliefs in equal rights for gay people and others."
11. Grade 3, SE 1-1: "tune into" should be "tune in to"
12. Grade 3, SE online 3-3: "Mounnt Whitney" should be "Mount Whitney"
13. Grade 3, SE & TE 9-2 & p. 136: "Irvine Meadows Amphitheatre" should be deleted, as it is permanently closed
14. Grade 3, SE 14-1: "them and they had" should be "them, and they had"
15. Grade 3, SE 14-1: "their land they were" should be "their land, they were"
16. Grade 3, SE 25-3: "The British are coming" should be "The Regulars are coming"
17. Grade 3, SE 27-1: Change "Twenty Places Every California Child Should See" to "Twenty Great Places to See in California"
18. Grade 3, SE 27-1: Change "should visit" to "could visit"
19. Grade 3, SE 32-2: Change "Burbank, be sure to take" to "Burbank, you could take"
20. Grade 4, 4-1: Remove the reference to using Card Catalogs as a research tool. Card Catalogs are obsolete. Language could mention "use resources at your local library."
21. Grade 4, SE Week 10, What is a Conquistador: Change ambiguous term in "Conquistadors were good soldiers..." The term "good" might confuse students. Change to "Conquistadors were well-trained soldiers."
22. Grade 4, SE 16-2,3: Delete the repeated paragraph discussing the secularization of the mission.
23. Grade 4, SE 23-2: "succesful" should be "successful"
24. Grade 4, SE 24-1: [Title] Change "Women in Early California" to "Gender in Early California"

25. Grade 4, SE 24-3: "job but Charley" should be "job, but Charley"
26. Grade 4, SE 24-3: "1805 but she" should be "1805, but she"
27. Grade 4, SE 24-3: "she was a girl" should be "she was a woman"
28. Grade 4, SE 25-4: add missing line in Venn; there is an incomplete circle
29. Grade 4, SE 30-1: "failed and many" should be "failed, and many"
30. Grade 4, SE 30-1: "life and many" should be "life, and many"
31. Grade 4, SE 30-1: "1870s and many" should be "1870s, and many"
32. Grade 4, SE 30-3: "here and those" should be "here, and those"
33. Grade 4, SE 30-3: "work and most" should be "work, and most"
34. Grade 4, SE 33-3: "family emigrated to" should be "family immigrated to"
35. Grade 4, SE 32-4: [Mother" and it] should be [Mother," and it]
36. Grade 4, SE 35-2: "governments but" should be "governments, but"
37. Grade 4, Week 24: Women in Early California: change to, "Section 6: Charley Parkhurst:

One Tough Stagecoach Driver

Have you ever wanted to do something brave or dangerous? Well, in the 1850s, Charley Parkhurst was a stagecoach driver. It was a dangerous job but Charley was known for being skilled with the horses and even for killing a robber who tried to attack the stagecoach. Charley was born in Vermont in 1805 but ran away from home at the age of 12. Charley learned about horses and stagecoaches and eventually moved to California during the Gold Rush. Charley drove stagecoaches and delivered people and packages all across California. But he never told anybody that he was born female. Being accepted as a man gave Charley freedoms that women didn't have. Besides driving stagecoaches, Charley owned a saloon and may have even voted in a California election. Charley was a trailblazer who broke boundaries to pursue a full life."

38. Grade 5, Week 17, p. 2, Roots of Colonial Democracy: Re-order the sections on Roots of Democracy. The section Greek Roots should precede the Roman Roots section, reflecting how the Greeks influenced the Romans. This change also helps to establish the importance of chronology.

Revised section will read:

"Ancient Greek Democracy

People in Greece did not like the idea of a single leader, so they started a new system. They let people vote about what laws to pass and what plans to make. Not everyone in ancient Greece was allowed to vote, though. Only free male citizens had a voice. Women, slaves and foreigners were not allowed to have any say. The Greek system wasn't perfect, but it was a good start.

Greek voters started making important changes. They realized their justice system had many problems. If someone was the victim of a crime, then they were in charge of punishing the criminal. This meant that if someone committed a murder, the victim's family was allowed to seek revenge. Greek people realized they needed new laws to make the justice system fair. They decided to set up a system where a group of people called a jury would meet and decide whether someone was guilty or innocent.

This idea sounded good to Greek citizens. Our Founding Fathers also thought it was a good idea. In the United States today, people who are accused of a crime have the right to let a jury decide whether they are innocent or not.

Influential Greek Thinkers and Democracy

Three famous men who were alive in ancient Greece have influenced most of the world's democracies. Each of these men studied the world around them and asked questions that changed the way people thought about one another.

The first was a philosopher named Socrates. He asked some simple but important questions like, "What is wisdom?" and, "What is the right thing to do?" He answered questions like these with more questions. Socrates wanted people to rely on their own thinking and to be honest with others. He had a lot of students who learned from him. One of these students was a man named Plato. Plato wrote down everything he learned from Socrates. He also taught his own students about living wisely. One of Plato's most famous students was another philosopher named Aristotle. All three of these men taught that people should keep thinking about their beliefs in order to do the right thing for themselves and others.

Roman Roots

Rome was one of the world's first republics. The citizens of Rome voted for who they wanted to lead the government and make decisions for them. The Romans had three branches of government. These branches were executive, legislative and judicial. Rome did not have a written constitution, but citizens still followed laws and traditions.

The Roman Republic lasted for almost 500 years. In 27 B.C.E., a leader named Octavius decided he wanted more power than a republic could give him. He got the power he wanted by changing Rome's government into an empire. Octavius also changed his name to Augustus Caesar and became an emperor.

The Roman Empire became one of the most powerful countries in history. Even though it was no longer a democracy, the world never forgot the good ideas the people of early Rome used in its early government.

As you learn more about the founders of the American government in the coming weeks, take a moment to look back and remember the ancient thinkers who came before them."

39. Grade 5, 28-2, Eli Whitney: Publisher might mention that the cotton gin strengthened slavery in the South, since it allowed faster processing of cotton. Add sentence, "Unfortunately the gin strengthened slavery in the South, since it allowed faster processing of cotton."
40. Grade 5, 31-2, The Process of Freedom, 2nd column, 2nd paragraph: Use the word segregation. This would be an appropriate term for upper elementary. Change passage to read, "Even with the new laws, things were not very fair. Segregation was rampant. As late as the 1950s, many states did not allow blacks and whites to go to school together."
41. Grade 5, SE 32-1: "Sequoya" should be "Sequoyah"
42. Grade 5, SE 32-3: "less than five cents per acre" should be "less than three cents"
43. Grade 5, Week 10: Early English Colonies: "Jamestown was a place of many firsts – not all of them good. It was the first English settlement in America. It had the first representative government in the colonies. It was also the first English

colony to use African slaves for labor.” Add the following: “It was also an all-male colony. Even after women began to arrive, the gender ratio remained skewed throughout most of the seventeenth century. This social structure posed significant challenges for a society that saw family as a main center of social order, economy, and survival.”

44. Grade 5, Week 13: New England Colonies: change to, “A woman named Anne Hutchinson joined Roger Williams there. She was a mother of 15 children who also wanted to do things differently from the Puritans. Puritans believed that God created women as subordinate companions to men. Women who challenged male authority were sometimes identified with Satan’s rebellion against God’s authority. Four-fifths of those accused of witchcraft in colonial New England, for example, were women. Hutchinson was very religious, but she interpreted ideas in her own way. Both Williams and Hutchinson believed people should have the freedom to worship as they choose. Many people rejected Hutchinson’s ideas. Soon other settlers looking for that kind of freedom came to Rhode Island.”
45. Grade 5, Week 14: Middle Colonies: “In the Middle Colonies, anyone could practice any religion, including Quakers.” Add the following: “Quakers believed that divine truth was revealed through both the Bible and an “inner light” within each human being, regardless of social status, educational attainment, or gender. Quakers believed that women could take a leading role as preachers of religious truth. Many, including King Charles, saw this perspective as dangerous.”
46. Grade 6, SE 3-3: “together and there” should be “together, and there”
47. Grade 6, TE 3-56: “Us!h?” should be “Us!”
48. Grade 6, TE 3-125: “is Dr. King” should be “is Dr. King.” [period is missing]
49. Grade 6, SE 4-1: Change “Haq” to “Haq and Indian economist Amartza Sen”
50. Grade 6, SE 6-2: “citystate” should be “city-state”
51. Grade 6, SE 9-2: “Ancient Rest Areas” needs to be in bold
52. Grade 6, SE online 11-3: add caption for graphic missing online: “Ancient Egyptian art typically includes bodies facing front, with heads and feet sideways. It usually has hieroglyphic captions. It glorified the gods and was believed to help people with their journey into the afterlife.”
53. Grade 6, SE 14-3: Change “is an old religion” to “is a religion”
54. Grade 6, SE 17-2: From “They were Reuben, Simeon, Judah, Issachar, Zebulon, Benjamin, Dan, Naphtali, Gad, Asher, Ephraim, and Manasseh,” remove Ephraim and Manasseh and add Levi and Joseph to make the list accurate.
55. Grade 6, SE 17-2: Change “They found their way to Egypt” to “They ended up in Egypt due to Jacob’s son, Joseph, who was governor of Egypt and gave them food.”
56. Grade 6, SE 17-2: Delete “Egypt looked like a good choice.”
57. Grade 6, SE 19-2: Replace “Iran’s leaders have struggled to cooperate with the rest of the world and agreements with other countries have fallen apart.” with “In modern Iran, agreements with other countries have often fallen apart.”
58. Grade 6, SE 20-2: “citystate” should be “city-state”
59. Grade 6, SE 21-2: “football” should be “football (soccer)”
60. Grade 6, SE 24-1: “Brahmans” should be “Brahmins”

61. Grade 6, SE 24-1: Change “Hinduism were in a different religion called” to “Hinduism evolved from”
62. Grade 6, SE 24-3: Delete text from “Hard work” to “of years.”
63. Grade 6, SE 24-3: Change “People from” to “In modern times, people from”
64. Grade 6, SE 24-1: Change “Hindus believe their actions play an important role in their past and future.” To “Hindus believe their past and present actions play a role in their future.”
65. Grade 6, SE 24-2: Change “like a prince.” to “like a Hindu prince.”
66. Grade 6, SE 24-1: Change “Ancient Hindus were polytheistic, but their main god was Brahman and other gods were considered other faces of Brahman.” to “For ancient Hindus, the main God Brahman could take multiple forms.”
67. Grade 6, SE 24-3: To align content with language in the H-SS Framework, delete “Unfortunately, there are still many people in India who change how they treat others based on their caste.”
68. Grade 6, SE 25-1: Replace the current map graphic displaying modern borders of India with a map graphic displaying the borders of ancient India.
69. Grade 6, Weeks 26 & 27: Confucius is spelled two different ways in this section. Use consistent spelling of Confucius throughout.
70. Grade 6, SE 25-2: Change “his warrior caste” to “his purpose”
71. Grade 6, SE 27-2: “was build in Chang’an” should be “was built in Chang’an”
72. Grade 6, SE 31-1: “crucified and just” should be “crucified, and just”
73. Grade 6, SE 30-3: add Roman Empire with brown box to legend
74. Grade 6, SE 31-2: Replace picture of Martin Luther with one appropriate to the time and the foundations of Christianity

Social Content Citations:

The following social content citations must be addressed as a condition of adoption:

1. Kindergarten: B. Ethnic or Cultural Groups, 6. Achievements. Week 33, Section on Education: The text says Booker T. Washington was the first African American invited to the White House. The publisher might consider adding that he was the first invited to a formal dinner. SOURCE
<https://www.whitehousehistory.org/teacher-resources/african-americans-and-the-white-house> Frederick Douglass and Sojourner Truth had visited the White House, previously. Correction: “Booker T. Washington was the first African American invited to the White House for a formal dinner.”
2. Grade 1: B. Ethnic or Cultural Groups, 1. Adverse Reflection. Week 3, p. 2: Replace this picture to reflect the context (“There are some things you should tell a parent or teacher if someone is being mean to you or hurting you.”) more accurately. It conveys an adverse reflection of the African American minority group as “being mean” to their children (i.e., verbal abuse). It also suggests children should tell a teacher if a parent scolds a child for wrong-doing (characterized as being mean). Correction: Replace photo with a mom with her arm around the her kid; the two are talking.

3. Grade 3: B. Ethnic or Cultural Groups, 1. Adverse Reflection or B. Ethnic or Cultural Groups, 3 Customs and Lifestyles. Week 17, p. 1, "Immigrants Face New Challenges—Too Much Junk Food": Remove references to immigrants in this article. Saying that immigrant families like new food too much is an overgeneralization and that they are addicted to junk food is derogatory. Revise article to read:
 "Challenge – Don't Eat Too Much Junk Food
 People in the United States are faced with some cultural challenges, including learning new things, making new friends, listening to new music and even trying new foods. For some, food is one of the biggest challenges of all, not because people don't like it, but because they like it too much. Having a treat once in awhile is okay. We're talking about habits here.
 What are some good habits? People could spend their free time swimming in the ocean, hiking in the mountains or riding bikes. Families could make healthy meals from fresh foods found in the markets. People could try new foods they've never tried before. One new way of eating we should all avoid is getting addicted to junk food! Eating junk food all the time for just a few months can result in becoming very unhealthy. We all need to find ways to stay healthy and live a full life." (rest of article unchanged)
 Corresponding TS, p. 108, change:
 "In a paragraph or two, explain why new foods can be one of the biggest challenges for children when they move to the United States."
 To: "In a paragraph or two, explain why too much junk food can be unhealthy for people."
 p. 102, and p. 103, bullet #14: change titles: "Immigrants Face New Challenge – Too Much Junk Food" to "Challenge – Don't Eat Too Much Junk Food".
 p. 103, bullet #15: change "...teacher questions 4 and 5, which are..." to "teacher question 4, which is..."
 p. 104, delete Teacher Question 5.
4. Grade 3: B. Ethnic or Cultural Groups, 1. Adverse Reflection. Week 18, p. 1, Coming to CA: Discuss causes for immigration more generally; avoid correlating a singular reason for immigrating with a specific group. Saying that Mexicans immigrate because they are poor and Asians seek education perpetuates stereotypes. Also, replace the image to represent different cultures equitably.
5. Grade 3: L. Brand Names and Corporate Logos, 1. Use of any such depictions. Week 17, p. 2, Los Angeles: Delete from sentence, "...including the Wizarding World of Harry Potter."
6. Grade 4: B. Ethnic and Cultural Groups, 1. Adverse Reflection. Week 6, Pacific Coast Indians, pp. 2-3, Chumash: Change "Chumash were the most advanced of all" to "Chumash were among the most advanced"
7. Grade 5: C. Sexual Orientation and Gender Identity, 1. Adverse Reflection. Week 31, p. 3, The Price of Freedom, last column, Harvey Milk: Change "for his gay lifestyle" to "for being gay"
8. Grade 6: G. Religion, 1. Adverse Reflection (Criteria 1.10). Week 24 (Buddha): What parts of Gautama's story do you think are verifiable facts? Are there

unverifiable facts? Again, discrimination against Buddhists who believe the entire life of Buddha is true (fact) verifiable. Allows for misinterpretation to be construed as all unverifiable. Delete last two sentences of Siddhartha Guatama section.

9. Grade 6: G. Religion, 1. Adverse Reflection (Criteria 1.10). (Research, Evidence & POV) #2: "Students distinguish fact from opinion in historical narrative and stories" (Standard)
 - The stories of Naomi & Ruth (students are asked to distinguish if any of the story is a fact and if any part are opinions. This allows for Judaism and Christianity to be considered as an opinionated story. Jews and Christians believe that this entire story is fact, not opinion, and therefore allows for offensive violation of a religion. In Week 17, Naomi and Ruth delete last 3 sentences of paragraph.
 - This topic is also done in the "Facts and Opinions" section for the story of Moses. To religious people these events are historical facts. In Week 17 People on the Move, delete subheading Facts and Opinions and following paragraph.
 - Use different examples for fact/opinion, Not religion. In Week 2, People Watchers, add to the end of Uncontacted Cultures section: What parts of this story are verifiable facts and how can that be determined? What opinions do you have, or do you think the scientists listed above would have, about these cultures?
10. Grade 6: G. Religion, 1. Adverse Reflection. Week 16, pp. 2-3, paragraph 3, Ancient Israelites: Remove sentence containing "New Testament tells us of the time of Jesus"
11. Grade 6: G. Religion, 1. Adverse Reflection. Week 31, p. 2, Origins of Christianity: Change "First to believe in only one true god" to "They believed in one God" Also, capitalize the words God and Goddess throughout to align with the H-SS Framework.
 Corrections: Change to "They believed in one God."; change sent. 2 "...they believed in many Gods."
 Week 24, From Brahmanism to Hinduism, para. 4, change god/s to God/s (5x) and goddesses to Goddesses (2x).
12. Grade 6: B. Ethnic or Cultural Groups, 1. Adverse Reflection. Week 24, TE p. 77, "The Caste System Today": The pyramid caste worksheet is demeaning to others and promotes stereotypes. Delete the activity.

Publisher-Submitted Errata

Grade	Page/ Location	Publisher-Identified Error	Proposed Correction
CA1	2/Week 31	Some text is missing.	It should say: "Farmers in California needed workers. Many Japanese people moved here to pick crops. Many people who came to California landed at Angel Island."
CA2	Week 4 TS/ Differentiated	Directs students to do additional research on Sally	p. 48 Delete: They will also learn about Sally Ride.; p. 49 Change: "...have them do

Grade	Page/ Location	Publisher-Identified Error	Proposed Correction
	Instruction, Day 3	Ride, who is no longer presented in this week.	additional research on Sally Ride." to: "...have them do additional research."
CA3	3/Week 30 SE/Oh-ho the Wells Fargo Wagon is a-Comin'!	Design team was supposed to replace Alfalfa article. Title and art are Wells- Fargo; text of article is Alfalfa.	Text should say: Henry Wells understood how resources worked together to make life easier. In the 1800s, he found ways to make shipping and communications more efficient. Henry Wells partnered with William Fargo, who also aimed for quick deliveries and to expand services from the East to California, where gold was discovered. Gold needed quick, safe transport across the country. Wells and Fargo raised money, developed ideas and made shipping and communication better. In 1850, they combined capital resources to create the American Express Company, offering express mail and shipping. In 1852 they created Wells, Fargo & Company, specializing in banking services for California. The company grew, offering services for gold and freight between California and New York. Wells and Fargo were dedicated to succeed. They worked hard and used capital resources wisely. Today, Wells Fargo and American Express are successful, large companies, specializing in banking and financial services. Careful use of resources provides opportunities, goods and services needed to survive and enjoy life.
CA4	4/Week 10 SE/Primary and Secondary Source Sleuths	Existing directions make no sense.	Directions should say: Good writers, researchers and students use primary and secondary resources to learn about the world around them. Remember, a primary source is created by someone who was at the event. A secondary source is created by someone who was not at the event. Pretty simple! Let's practice identifying primary and secondary sources. You can give yourself a score when you're finished.
CA4	3/Week 30 SE/Paper Marbling	Wells-Fargo article was removed from SE inadvertently.	Henry Wells partnered with William Fargo, who also aimed for quick deliveries and to expand services from the East to California, where gold was discovered. Gold needed quick, safe transport across the country
CA5	4/Week 22 SE/Founding Father Match Up!	Lines in front of phrases and Founding Father identifiers are missing from SE	It should look like this: A. John Adams B. George Washington C. Patrick Henry D. Benjamin Franklin E. Thomas Jefferson _____ defended British soldiers in court _____ wrote the Declaration of Independence _____ founded a hospital

Grade	Page/ Location	Publisher-Identified Error	Proposed Correction
			<p>_____ worked as a surveyor</p> <p>_____ never freed his slaves</p> <p>_____ was commander in chief</p> <p>_____ wanted fireworks for the Fourth of July</p> <p>_____ delivered a call to arms in Richmond, Virginia</p>
CA5	4/Week 25 SE/Think and Review	<p>Text in print says: Why did France and Spain want to help the Americans?</p> <p>Describe the end of the fighting between the British and Americans.</p> <p>Who was Baron von Steuben, and how did he help the Americans?</p> <p>What were the results of the Treaty of Paris?</p> <p>Did African Americans fight for the Continental Army?</p>	<p>It's supposed to say: 1. Why did France and Spain want to help the Americans?</p> <p>2. Who were the Hessians, and what was their role in the war?</p> <p>3. Who was Baron von Steuben, and how did he help the Americans?</p> <p>4. Describe Washington's surprise attack on the Hessians.</p> <p>5. Did African Americans fight for the Continental Army?</p>
CA3	Week 11 SE	<p>In article about Santa Monica it says:</p> <p>"Douglas Aircraft Company, which builds airplanes, provides many jobs to people in the area as well."</p> <p>This is factually incorrect.</p>	Delete: Douglas Aircraft Company, which builds airplanes, provides many jobs to people in the area as well.
CA3	1/Week 29 SE	Indian Reservation photo is in Arizona.	Replace with photo of Indian Reservation in CA.
CA3	2/Week 31 SE	<p>Carlsbad article says: "Other Carlsbad sites to visit are South Carlsbad State Beach, Children's Discovery Museum and the Leo Carrillo Ranch." Children's Discovery Museum is no longer there.</p>	"Other Carlsbad sites to visit are South Carlsbad State Beach and the Leo Carrillo Ranch."

Teachers' Curriculum Institute, *Social Studies Alive! California Series*, Kindergarten through Grade Five

Program Summary:

Social Studies Alive! California Series includes: Reading Further (RF), Interactive Tutorial (IT), Interactive Student Notebook (ISN), Student Text (Text), Teachers View (T), Student View (S), Reading Further (RF), Table of Content (TOC).

Recommendation:

Social Studies Alive! California Series is recommended for adoption because the instructional materials include content as specified in the *History–Social Science Content Standards for California Public Schools* and meet all the criteria in category 1 with strengths in categories 2–5.

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

The program supports instruction designed to ensure that students master all the *History–Social Science Content Standards* for the intended grade level(s) and meets all of the evaluation criteria in category 1.

Citations:

- Criterion #1.2: Grade 1, S, Lesson 8, Explore: How Many People Make One Nation?
- Criterion #1.2: Grade 2, T, Lesson Guide Presentation, Lesson 12 “How do Leaders help their Community?”
- Criterion #1.11: Grade 3, S, Lesson 6, Section 6: Judy Heyman “Helps Disabled People” Standard 3.6.6 (Text/ISN).
- Criterion #1.18: Grade 4, S, Lesson 9: Section: “Explore California, a Place for Immigrants.”
- Criterion #1.20: Grade 5, S, Lesson Wrap Up: “Being a good citizen”, Section Explore “Why we Celebrate Dr. Martin Luther King Jr. Standard 5.12

Criteria Category 2: Program Organization

The organization and features of the instructional materials support instruction and learning of the standards.

Citations:

- Criterion #2.1: Grade 1, T, TOC: click on CA Pacing Guide.

- Criterion #2.2: Grade 4, T, TOC: click on CA Pacing Guide.
- Criterion #2.4: Grade K–5, see Teachers' Curriculum Institute, alignment to CA CCELA K–5 writing standards.
- Criterion #2.8: Grade 4, T, TOC: Progression Sequential.
- Criterion #2.9: Grade 3, S, Settling in CA, Literature "Two Chinese Immigrant Stories" (Text/ISN).
- Criterion #2.13: Grade K – 5, T, TOC: click on How to use this program.

Criteria Category 3: Assessment

The instructional materials provide teachers with assistance in using assessments for planning instruction and monitoring student process toward mastering the content.

Citations:

- Criterion #3.2: Grade 1, T, Assessment, Lesson: Geography of the Community, Teachers' Curriculum Institute Unit Test.
- Criterion #3.3: Grade 2, Text: Interactive Tutorial.
- Criterion #3.4: Grade K–5, T: Assessments, Summative.
- Criterion #3.5: Grade 3, S: Economics of Local Region, Lesson Game, (A curious State).
- Criterion #3.7: Grade 4, ISN/student view, Lesson 8: RF-Wells Fargo.

Criteria Category 4: Universal Access

Program materials ensure universal and equitable access to high-quality curriculum and instruction for all students and provide teachers with suggestions for differentiation for students with special needs.

Citations:

- Criterion #4.1: Grade 5, T: any lesson, click resources, and click other resources, "Social Studies Alive! Methods to Transform Elementary Instruction" pdf.
- Criterion #4.2: Grade 3, T: other resources using the inquiry Arc pdf.
- Criterion #4.4: Grade 4, T: other resources ELA_Literacy_SSA pdf.
- Criterion #4.10: Grade K, T: Resource, other resources, parent letter for teacher created accounts pdf.

Criteria Category 5: Instructional Planning and Support

The instructional materials contain a clear road map for teachers to follow when planning instruction and are designed to help teachers provide effective standards-

based instruction and ensure opportunities for all students to learn the essential skills and knowledge specified in the standards.

Citations:

- Criterion #5.1: Grade K–5, T: Lesson Guide, Present, Video, Overview, Materials, Preparation.
- Criterion #5.2: Grade K–5, T: Differentiating Instruction, Enhancing Learning.
- Criterion #5.4: Grade K–5, T: Resources, Media Library, Pacing Guide, Correlations, Other Resources.
- Criterion #5.6: Grade K–5, TOC: Tool Bar at top click on “How to use this Program”.
- Criterion #5.11: Grade K–5, T: Lesson Guides, Future Updates, Learn More, Contact Us.
- Criterion #5.19: Grade K–5, T, TOC: any lesson, Lesson Guides, Materials, Assignments, Assessment, Grade Book, and Resources.

Edits and Corrections:

The following edits and corrections must be made as a condition of adoption:

1. Grade K, Student Text (Text), Lesson 3, Section: Explore – Good Citizenship. Last section (Be Patriotic) change first sentence to, « You **live** in the United States. » Reason : not all students are citizens.
2. Grade K, Student Text (Text), Lesson 8, Section: Explore – The Responsibility of Sacagawea. (4th paragraph) Omit the sentence “She spoke the language of the American Indians.”
3. Grade K, Student Text (Text), Lesson: How do American Celebrate? ; Section: We sing song “America the Beautiful” add citation that the last 3 lines are omitted.
4. Grade 1, Student Text (Text), Lesson 3, Section: Explore – The Flag of the U.S. Insert the Pledge of Allegiance.
5. Grade 2, Student Text (Text), Lesson 7, Section: Intro (paragraph #2) Remove “all of the” different ways.
6. Grade 2, Student Text (Text), Lesson 8, Section: Explore: (paragraph #7) What we can buy today? People don’t always likes (omit “s”).
7. Grade 3, Student Text (Text), Lesson 5, Section: Liter – Two Chinese Immigrants, Story One, 3rd line the word “east” omit “s” to make it “eat”.
8. Grade 4, Student Text (Text), Lesson; Wrap Up; Section: Symbols of California (paragraph #3, line 4) add “ed” to kill.
9. Grade 4, Student Text (Text), Lesson 4, Section 6: The Spread of Disease (line 4) attached should be attacked.
10. Grade 4, Student Text (Text), Lesson 12, Section: Reading Further – Art, Dreams and Learning (paragraph #14, 7th line) strike “those” change to “a man”.

11. Grade 4, Student Text (Text), Lesson 4, Section: Reading Further – Founding the CA missions (Section: Juan Bautista de Anza) add “de” before Anza (twice).
12. Grade 4, Student Text (Text), Lesson 1, Section: Introduction
The last paragraph add **features** after “California’s diverse geographic _____, including ...”
13. Grade 4, Student Text (Text), Lesson 7, Section 3: (paragraph #3) “by 1849, a loaf of bread costed” omit “ed”.
14. Grade 5, Student Text (Text), Lesson 3, Section: Explore – American Indian Government (paragraph #4) add “s” to Indian; add comma after Pomo; strike comma after often.
15. Grade 5, Student Text (Text), Lesson 7, Section 2: Massachusetts Bay: New England Colony (paragraph #1, sentence 2) strike “were Puritans who”, (sentence 3) strike “Another” and replace with “A”.
16. Grade 5, Student Text (Text), Lesson 12, Section 1: Minuteman (paragraph #2), Lesson 18; Section 7; ceded (paragraph #7), no definition shows when clicking on the words.
17. Grade 5, Student Text (Text), Lesson 20, Section: Explore Art, Music and Literature (paragraph #5), omit the “e” from end of Rockies.
18. Grade 5, Student Text (Text), Lesson 22, Section 1: Interactive Tutorial, all answers are marked incorrect.
19. Grade K-5, Student Text (Text), Lesson: Key Biographies. Title: Albert Einstein Biography (paragraph #2) add bolded words: “Einstein was born **to a Jewish family** in Germany.” (paragraph #6) add bolded words: “In 1933, Einstein, **a refugee from Nazi Germany** moved to the United States.”
20. Grade 4, Lesson 12, California’s Cultural Contributions, Section 1, The Entertainment Industry, para. 4, change to, “Perhaps the greatest of the studios was MGM. The head of MGM was a Russian Jewish immigrant named Louis B. Mayer.”

Social Content Citations:

The following social content citations must be addressed as a condition of adoption:

1. H-2: Lesson 8, Section 1 – photo of city shows smoggy city. Suggestion – replace picture.
2. B-8: Lesson 4, Section: Reading Further – The First Thanksgiving. “It was the tribe’s way to be polite and kind to strangers.” This sentence is an inaccurate and should be removed. Also the picture of a Caucasian family should be replaced.
3. B-2: Lack of representation of Muslims in list of key Biographies.
4. C-3, C-4: Lesson 3, Grade 2 flip card and in Vocabulary – the definition for “Sibling” says “brother or sister.” There are gender neutral Siblings and words that should be inserted here. The assumption that siblings fit neatly into a binary gender dichotomy is antiquated and inaccurate.
5. B-3: In Lesson 5, In Grade One, in the “Literature – Fact or Fiction? How can you tell the difference?” The second example of “Lion and mouse” is not obviously

fiction for native people, and some African immigrants, who do not clearly delineate between animals who embody human characteristics and a “real” person like Mary Mcleod Bethune. Assuming these cultures are less than because of their beliefs in history/myth/story is adverse. Some students may not clearly identify the second story as fiction. A more clearly fictional account that is not a common folk story would be a good solution.

6. E-2: Throughout the curriculum, the proportion of visual portrayals of people with disabilities is inadequate.

Publisher-Submitted Errata

Grade	Component Name	Location (URL and descriptive pathway)	Identified Error	Proposed Correction
4	Lesson Guide	L11 Lesson Guide, Slide 24	Grammatical errors or misspellings	Change "Proessing" to "Processing"
5	Enrichment Reading - Student Text	L23 ER Technological Changes and Challenges in Modern America, Student Text, Last Paragraph of "A New Revolution: High Technology" subsection.	Grammatical errors or misspellings	Change "speeded" to "sped" "In addition, high-tech devices have sped up work in all kinds of businesses and industries."
5	Enrichment Reading - Student Text	L19 Primary Source - Waves of Immigrants to a New Country, Student Text, First Paragraph in "A Wave Westware" subsection	Grammatical errors or misspellings	"Fur traders and mountaineers blazed trails west in search of valuable fur."
4	Lesson Guide	L9 Lesson Guide, Slide 2	Grammatical errors or misspellings	Slide text should say "In a Response Group activity" NOT "an Response Group"
4	Student Text	L4, Section 5, Student Text	Simple factual errors	Inside the missions, the lack of freedom made many California Indians unhappy. They had to give up their old ways of life, such as gender roles and religious beliefs, and were forced to live by the rules of a different culture. Some kept following the old ways in secret. But over time, many customs were forgotten, and native cultures began to fade.

Grade	Component Name	Location (URL and descriptive pathway)	Identified Error	Proposed Correction
4	Student Text	L12, Explore - Civil Rights in California	Simple factual errors	<p>In the 1950s, gay men and women did not have many people to speak for them. Some of the nation's first gay rights organizations were formed in California such as the Daughters of Bilitis, the first lesbian civil rights organization in the U.S., which was founded in 1955 in San Francisco by two lesbians, Del Martin and Phyllis Lyon. Until the 1970s, many gay people were barred from working in some places. Gay rights groups successfully defeated a ballot initiative that would have banned gay men and women from being schoolteachers. Over time, groups like the Gay Liberation Front and the Human Rights Campaign fought for civil rights for gay people. Groups like these were able to organize protests and hire lawyers to help gay people get their civil rights.</p>

Teachers' Curriculum Institute, *History Alive! California Series*, Grades Six through Eight

Program Summary:

History Alive! California Series includes: Reading Further (RF), Investigating Primary Sources (IPS), Interactive Tutorial (IT), Interactive Student Notebook (ISN), Student Edition (S), Teacher Edition (T).

Recommendation:

History Alive! California Series is recommended for adoption because the instructional materials include content as specified in the *History–Social Science Content Standards for California Public Schools* and meet all the criteria in category 1 with strengths in categories 2–5.

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

The program supports instruction designed to ensure that students master all the *History–Social Science Content Standards* for the intended grade level(s) and meets all of the evaluation criteria in category 1.

Citations:

- Criterion #1: Grade 6, 6.T.Table of Contents (TOC), Standards Map; Grade 7.S., Wrap Up, California History–Social Science Content Standards.
- Criterion #4: Grade 6, 6.S.5, Reading Further; Grade 8, 8.S.11, Investigating Primary Sources.
- Criterion #7: Grade 7, 7.T.I, Lesson Guide; Grade 8, 8.T.8, Lesson Guide, Slides 19-45.
- Criterion #9: Grade 6, 6.S.5, Literature–The Hero of Sumer: King Gilgamesh of Uruk; Grade 8, 8.S.24, Literature–Immigrant Experience in the Great Plains.

Criteria Category 2: Program Organization

The organization and features of the instructional materials support instruction and learning of the standards.

Citations:

- Criterion #1: Grade 6, 6.T.TOC, CA Pacing Guide; Grade 7, 7.T.TOC; Grade 8, 8.T.TOC.

- Criterion #5: Grade 6, 6.S.3, Introduction–Summary; Grade 7, 7.S.7, Introduction–Summary; Grade 8, 8.S.21, Introduction–Summary.
- Criterion #9: Grade 6, 6.T.1, Lesson Guide, Slides 3, 15-24, 26-28; Grade 7, 7.T., The Evolution of Religion of South Asia, Enhancing Learning; Grade 8, 8.T.11, Lesson Guide, Slides 3, 20-35, 40-42.
- Criterion #13: Grade 6, 6.T.TOC; Grade 7, 7.S.1, Vocabulary Cards; Grade 8, 8.S.1, Summary.

Criteria Category 3: Assessment

The instructional materials provide teachers with assistance in using assessments for planning instruction and monitoring student process toward mastering the content.

Citations:

- Criterion #5: Grade 6, 6.S., Timeline: Early Humans and the Rise of Civilization.
- Criterion #6: Grade 8, 8.S., IPS, ISN, see rubric under Constructing an Argument.
- Criterion #8: Grade 7, 7.T., The Achievement of the Gupta Empire, Lesson Guide, Slides 18-21; 7.S., The Evolution of Religion in South Asia, Site of Encounter–Calicut (1400); Grade 8, 8.T.21, Assessments, select to open TCI Assessment: A Dividing Nation.

Criteria Category 4: Universal Access

Program materials ensure universal and equitable access to high-quality curriculum and instruction for all students and provide teachers with suggestions for differentiation for students with special needs.

Citations:

- Criterion #1: Grade 6, 6.T.33, Differentiating Instruction.
- Criterion #4: Grades 6-8, 6.T.5, Differentiating Instruction, 7.T.TOC, Reading Toolkit, 8.T.TOC, Writing Toolkit.
- Criterion #6: Grades 6-8, 6.T.6, 7.T.20, 8.T.TOC, Enhancing Learning.
- Criterion #8: Grade 6, 6.T.10, Differentiating Instruction; Grade 8, 8.T.22, Differentiating Instruction.

Criteria Category 5: Instructional Planning and Support

The instructional materials contain a clear road map for teachers to follow when planning instruction and are designed to help teachers provide effective standards-based instruction and ensure opportunities for all students to learn the essential skills and knowledge specified in the standards.

Citations:

- Criterion #1: Grade 6, 6.T.24, Lesson Guide, Slides 1-5, 12, 14, 24-27; Grade 7, 7.T, From Republic to Empire, Lesson Guide, Print Guide; Grade 8, 8.T, The Union Challenged, Lesson Guide, Slides 1-3.
- Criterion #9: Grade 6, 6.T.TOC, CA Pacing Guide; Grade 6, 6.T.6, Lesson Guide, Slides 1-5, 7-30; Grade 7, 7.TE.TOC, CA Pacing Guide.
- Criterion #14: Grades 6-8.T.TOC, How to Use this Program; Grade 8, 8.S. 18, Explore-Life for Northern Men, Women, and Families in the 19th Century ISN.
- Criterion #17: Grade 6, 6.T.1, Assessments; Grade 7, 7.T.1, Assessments; Grade 8, 8.T.1, Assessments, TCI Assessment Plan.

Edits and Corrections:

The following edits and corrections must be made as a condition of adoption:

1. Grade 6, 6.S., Lesson 29: Biography—A Model Citizen: The Life of Pericles; 1st line after heading is a sentence fragment: “leader who helped to rebuild Athens after the Persian Wars.”
2. Grade 6, 6.S., Lesson 15: Explore—The Complex History of Ancient India’s Origins; document does not exist in T Resources and Standards Correlations. Remove references.
3. Grade 6, 6.S., Lesson 19: Explore—Isolation in 15th-Century China; document does not exist in T Resources and Standards Correlations. Remove references.
4. Grade 8, Lesson 20, Section 5: Controlling Slaves: change to, “Some slaveholders used harsh punishments—beating, whipping, branding, sexual violence, and other forms of torture—to maintain that control, but punishments often backfired on slaveholders.”
5. Grade 8, Lesson 20, Section 7: Slave Families and Communities: change to, “Despite many families being torn apart, most slaves found support in their families.”
6. Grade 8, Lesson 26, Explore: Jane Addams and the Settlement House Movement: change to, “Addams and her romantic partner, Ellen Gates Starr, decided to start a settlement house in Chicago to serve that city’s poor immigrants.”

Publisher-Submitted Errata

Grade	Component Name	Location (URL and descriptive pathway)	Identified Error	Proposed Correction
7	Interactive Student Notebook	L10 SOE Norman Sicily - ISN, Question 4	Mislabeled pictures or objects	Add UC Davis Blue Print source below flowchart.
7	Enrichment	L19 ER Chinese	Grammatical errors	Change "Hu-Paekche" to: Hu-

Grade	Component Name	Location (URL and descriptive pathway)	Identified Error	Proposed Correction
	Reading - Student Text	Influence on Korea, Student Text, Second to Last Paragraph	or misspellings	Baekche
7	Enrichment Reading - Student Text	L19 ER Chinese Influence on Korea, Student Text, 3rd Paragraph	Simple factual errors	Change: Korean scholars, and later monks, also traveled to China to learn more about Buddhism. To: Korean scholars and monks also traveled to China to learn more about Buddhism.
6	Lesson Guide	Ancient Persia and Its Context, Lesson Guide, Slide 2	Grammatical errors or misspellings	Under Activity, need to change "orderto" to: order to
7	Enrichment Reading - Student Text	L19 ER Chinese Influence on Korea, Student Text, Second to Last Paragraph	Grammatical errors or misspellings	"Offers" should be: officers
6	Student Text	L15, Section 5, Student Text, 1st paragraph	Grammatical errors or misspellings	To the following sentence, we'd like to add a comma after "(wealth)". "For Hindus, achieving dharma is one of the most important goals in life, alongside kama (love), artha (wealth), and moksha (oneness with God)."
6	Student Text	Timeline Challenge: Ancient Rome, Student Text, "Life of Jesus"	Mislabeled pictures or objects	Life of Jesus in timeline challenge should extend from 6 B.C.E to 30 C.E on the actual timeline. Currently it is set at about 1 year.
6	Assessment	L15 Assessment, Q17 timeline image	Mislabeled pictures or objects	Change timeline in question 17 so that Jesus's life extends from 6 B.C.E to 30 C.E
7	Interactive Student Notebook	Unit Opener: Europe During Medieval Times, Setting the Stage section, Interactive Student Notebook, Q7	Incorrect direction given	change to "Find the cities that are located along these rivers."
8	Enrichment Reading - Student Text (image)	L8 ER Land Ordinances and the Settlement of the Northwest Territory, Student Text, image	Mislabeled pictures or objects	map is in Spanish, should be English
8	Biographies	Biographies, Sally Ride	Simple factual errors	Sally Ride was the first American woman and lesbian to travel in space.
6	Interactive Student Notebook	L11, Section 3, Intactive Student Notebook, Question 1	Grammatical errors or misspellings	Change "Abraham אברהם" to: Abraham אברהם
6	Student Text	L11, Section 4, Image Caption	Simple factual errors (attribution)	Change "To acknowledge his importance, many artists

Grade	Component Name	Location (URL and descriptive pathway)	Identified Error	Proposed Correction
				portray Moses with rays of light protruding from his head" to : Because of a description of Moses in the Torah, many artists portray Moses with rays of light protruding from his head
6	Student Text	L11, Biography - The Power of Friendship: The Lives of Naomi and Ruth	Grammatical errors or misspellings	Change "Shavuot" to: Shavout
6	Student Text	L11, Biography - The Power of Friendship: The Lives of Naomi and Ruth	Simple factual errors	Change "This holiday remembers the harvest time in Jewish history." to: This holiday remembers the harvest time in Jewish history and commemorates the giving of the Torah.
6	Student Text	L11, Biography - The Power of Friendship: The Lives of Naomi and Ruth	Simple factual errors	Change "It was a troubled time for the Hebrew people." to: It was a troubled time for the Israelite people.
6	Student Text	L11, Biography - The Power of Friendship: The Lives of Naomi and Ruth	Simple factual errors	Change "After returning to Canaan from enslavement in Egypt, the 12 tribes of Israel were fighting. Finally, ..." to: After returning to Canaan from enslavement in Egypt, the Israelites were first led by leaders known as the Judges. During that period,
6	Student Text	L11, Biography - The Power of Friendship: The Lives of Naomi and Ruth	Simple factual errors	Change "Ruth was not a Hebrew like Naomi; she was a foreigner. Even though there was still fighting among the 12 tribes of Israel, Ruth was devoted to Naomi and her way of life. She was willing to put her personal commitment to her friend over any problems she might face as a foreigner in an unstable land. She put faith not just in Naomi, but also in the Hebrew people. She was willing to take great risks to stay with her friend and adopt her religion." to: Ruth was not an Israelite like Naomi; she was a foreigner. Nevertheless, Ruth was devoted to Naomi and her way of life. She was willing to put her personal

Grade	Component Name	Location (URL and descriptive pathway)	Identified Error	Proposed Correction
				commitment to her mother-in-law over any problems she might face as a foreigner. She put faith not just in Naomi, but also in the Israelite people. She was willing to take great risks to stay with Naomi and adopt her religion.
6	Student Text	L12, Introduction	Simple factual errors	Change "Most of the people of Judah were exiled as captives to Babylon." to: Many of the leaders and prominent citizens of Judah were exiled as captives to Babylon.
6	Student Text	L12, Section 4, Image Caption	Simple factual errors	Change "Young Jewish girls have a similar ceremony called a bat mitzvah." to: Jewish girls have a similar ceremony called a bat mitzvah.
6	Student Text	L12, Section 2, definition	Imprecise definition	In definition of "Jewish Diaspora," change "the scattering of the Jewish people outside their homeland, beginning in 586 B.C.E." to: the dispersal of the Jewish people outside their homeland, beginning in 586 B.C.E.
6	Student Text	L12, Explore - The Historical Migration of the Jews	Grammatical errors or misspellings	Change "You read how King Nebuchadnezzar of Babylon captured Jerusalem and burned down Solomon's temple and all of the houses in the city." to: You read how King Nebuchadnezzar of Babylon captured Jerusalem and burned down Solomon's Temple and all of the houses in the city.
6	Student Text	L12, Explore - The Historical Migration of the Jews	Simple Factual Error	"Psalm 137, Change: "1 By the rivers of Babylon there we sat, sat and wept as we thought of Zion [the Jewish homeland]. 2 There on the poplars [a type of tree] we hung our lyres, 3 for our captors asked us there for songs, our tormentors, for amusement, , "Sing us one of the songs of Zion!" 4 How can we sing a song of the LORD on alien soil? 5 If I forget you, O Jerusalem,

Grade	Component Name	Location (URL and descriptive pathway)	Identified Error	Proposed Correction
				<p>may my right hand wither.</p> <p>6 Let my tongue stick to my palate if I cease to think of you, if I do not keep Jerusalem in memory even at my happiest hour.</p> <p>7 Remember, O LORD, against the Edomites [another group of people] did on the day of Jerusalem's fall; how they cried "Tear it down," they cried, "Strip her, strip her to her very foundations!"</p> <p>8 Fair Babylon, you predator, on him who repays you for in kind what you have inflicted on us..."</p>
6	Student Text	L36, Section 3	Simple factual error	<p>Change "Two people passed by and ignored him, but then a Samaritan stopped and helped the injured traveler. In Jesus's time, the Judeans and Samaritans often did not get along. Because of the Samaritan's good deed, however, Jesus considered him a neighbor, worthy of love.</p> <p>Teachings like this shocked and angered some of Jesus's listeners. Some Jews perceived this way of thinking to be wrong and dangerous, while others worried that Jesus's growing following would cause trouble with the Romans. Although it was easy for some people to view him as a troublemaker, Jesus did not directly preach revolt against the Romans."</p> <p>To:</p> <p>Two local people passed by and ignored him, but then an outsider called a Samaritan stopped and helped the injured traveler. In this parable it is the outsider, and not the neighbors, who shows compassion and stops to help the traveler in</p>

Grade	Component Name	Location (URL and descriptive pathway)	Identified Error	Proposed Correction
				<p>trouble. Because of the Samaritan's good deed, Jesus considered him a neighbor, worthy of love.</p> <p>Some Judeans worried that Jesus's growing following would cause trouble with the Romans. Although it was easy for some people to view him as a troublemaker, Jesus did not directly preach revolt against the Romans.</p>
6	Student Text	L36, Summary	Simple factual errors	Change "Not much is known about his childhood, but when Jesus was about 30, John the Baptist identified him as the Messiah." to: Not much is known about his childhood, but when Jesus was about 30, John the Baptist presented him as the Messiah.
6	Student Text	L36, Summary	Religious attribution	Change "Paul of Tarsus was a Jew who persecuted Christians. But after a vision, he became an important Christian missionary, spreading the religion around the empire. His letters to early churches remain part of the Christian Bible." to: According to the New Testament, Paul of Tarsus persecuted Christians. But after Paul reported a vision, he became an important Christian missionary, spreading the religion around the empire. His letters to early churches remain part of the Christian Bible.
7	Student Text	L3, Section 3	Simple factual errors	Change "Jerusalem, which was a holy city to Jews, Christians, and Muslims alike, became a Muslim city. Between 1095 and 1270, Christians in western Europe organized several Crusades to recover Jerusalem and other sites of pilgrimage in that region." to: Jerusalem, which was a holy city to Jews, Christians, and Muslims alike, became a Muslim-controlled city. Between 1095 and 1270,

Grade	Component Name	Location (URL and descriptive pathway)	Identified Error	Proposed Correction
				Christians in western Europe organized several Crusades to recover Jerusalem and other sites of pilgrimage in that region.
7	Student Text	L3, Section 5	Grammatical errors or misspellings	Change "small pox" to: smallpox
7	Student Text	Unit 2, Unit Overview, The Religious of Islam, Paragraph 1	Factual error	Change: "You'll learn about how Muslim empires often did not force Christians or Jews to convert to Islam. Instead, they lived in coexistence with one another." to "You'll learn about how Muslim empires interacted with Christians and Jews."
7	Student Text	L7, Section 2, Paragraph 1	Attribution/Factual error	Change " Muhammad's early life was ordinary" "According to Muslim tradition, Muhammad's early life was ordinary."
7	Student Text	L7, Section 2, Paragraph 6	Attribution/Factual error	Change: "Muhammad was still a young man when he began managing caravans for a widow named Khadijah" to "According to Muslim teachings, Muhammad was still a young man when he began managing caravans for a widow named Khadijah"
7	Student Text	L7, Section 4, Paragraph 5	Attribution/Factual error	Change: "There, Muhammad met with earlier prophets, such as Abraham, Moses, and Jesus." to "According to Muslim teachings, Muhammed met met with earlier prophets, such as Abraham, Moses, and Jesus."
7	Student Text	L7, Section 6, Section Title	Grammatical errors or misspellings	Change " "Section 6, The Four Caliphse" to " Change: "Section 6, The Four Caliphs"
7	Student Text	L7, Summary, Paragraph 2 Title	Attribution	Change: 'The Life of the Prophet Muhammad' to "The Life of Muhammad"
7	Student text	L8, Section 5, Paragraph 6	Factual error	Change "Zakat is similar to charitable giving in other religions. For instance, Jews and Christians also ask for donations, called tithes (TYTHZ), to support their houses of worship and charitable activities." to

Grade	Component Name	Location (URL and descriptive pathway)	Identified Error	Proposed Correction
				<p>"Zakat is similar to charitable giving in other religions. For instance, Jews ask for charitable giving and actions to help the needy and the community, a concept called tzedakah (TZE-DAH-KAH), meaning justice and fairness. and Christians also ask for donations, called tithes (TYTHZ), to support their houses of worship and charitable activities."</p>
7	Student Text	L8, Section 3, Paragraph 2	Attribution	<p>Change "They believe that the truth of that God was revealed to humankind through many prophets, including Adam, Abraham, Moses, and Jesus, who appear in Jewish and Christian scriptures."</p> <p>to</p> <p>"They believe that the truth of that God was revealed to humankind through many prophets, including Adam, Abraham, Moses, and Jesus, who appear either the Jewish or Christian scriptures."</p>
7	Student text	L8, Section 8, Paragraph 2	Factual error	<p>Change: "Jihad represents the human struggle to overcome difficulties and do things that would be pleasing to God."</p> <p>to</p> <p>"In another interpretation, jihad represents the human struggle to overcome difficulties and do things that would be pleasing to God"</p>
7	Student text	L9, Explore - Cultural Interaction in Abassid Baghdad, Cultural Coexistence, Paragraph 1	Factual Error	<p>Change: "Coexistence means living side by side, but without cultural exchange. In a process that was in progress until sometime in the 10th century, Islamic law developed a way of categorizing non-Muslims that included a special category for "People of the Book," those</p>

Grade	Component Name	Location (URL and descriptive pathway)	Identified Error	Proposed Correction
				<p>who had a scripture revealed by (a) god."</p> <p>to</p> <p>"Coexistence means living side by side, but without cultural exchange. In a process that was in progress until sometime in the 10th century, Islamic law developed a way of categorizing non-Muslims that included a special category for "People of the Book," those who had a scripture revealed by the monotheistic god."</p>
7	Student text	L9, Explore - Cultural Interaction in Abassid Baghdad, Cultural Coexistence, Paragraph 1	Factual Error	<p>Change: "This group included Jews, Christians, and Zoroastrians. These peoples were generally not forced to convert to Islam, but their full participation in Muslim society was restricted in certain ways. For example, they could not bear witness in court or marry Muslim women. They were not allowed to hold important public offices and had to pay special taxes."</p> <p>to</p> <p>"This group included Jews, Christians, and Zoroastrians. These peoples were generally not forced to convert to Islam, but their full participation in Muslim society was restricted in certain ways. For example, they could not bear witness in court or marry Muslim women. They were not allowed to hold important public offices, and had to pay special taxes."</p>
7	Student text	L9, Explore - Cultural Interaction in Abassid Baghdad, Cultural Adaptation and Adoption, Paragraph 1	Factual Error.	<p>Change: "Their socioeconomic situation would benefit by the avoidance of the special tax, while their political power could increase with the ability to hold higher public offices. Others converted because they underwent a religious</p>

Grade	Component Name	Location (URL and descriptive pathway)	Identified Error	Proposed Correction
				conversion." to "Their socioeconomic situation would benefit by the avoidance of the special tax, their social status would rise, and their political power could increase with the ability to hold higher public offices. Others converted because they underwent a religious conversion."
7	Student Text	L9, Explore - The Golden Age, A Golden Age?, Paragraph 4	Factual error	Change: "If there was a period of harmony and cooperation between the Muslim rulers and the religious minorities, by the 11th century, military conflicts became a regular struggle. As Christians and Muslims fought to rule the Iberian Peninsula, Jews were often caught in the middle. Some Jews chose to flee rather than face persecution at the hands of new rulers." to "Following a period of harmony and cooperation between the Muslim rulers and the religious minorities, by the 11th century, military conflicts became a regular struggle. As Christians and Muslims fought to rule the Iberian Peninsula, Jews were often caught in the middle. Some Jews chose, or were forced, to flee rather than face persecution at the hands of new rulers."
7	Student Text	Increasing Trade and Competition, Section 3, Majorca and Trade, Paragraph 7	Grammatical errors or misspellings	Change "Over time, many of these European Jews fled to countires like Poland, where they were given security and rights." to "Over time, many of these European Jews fled to

Grade	Component Name	Location (URL and descriptive pathway)	Identified Error	Proposed Correction
				countries like Poland, where they were given security and rights."
7	Student text	L31, Explore - The Reformation Plants Seeds of Modern Democracy, Government Based on Agreement of the Governed, Paragraph 2	Attribution	<p>Change: The idea of covenants is rooted in the Bible. In the Old Testament, God is said to form a covenant with the Hebrew (Jewish) people. Both God and the Hebrews enter this covenant by their own choosing. In turn, covenants unite the different tribes of Hebrews under God's laws. To some Protestants—including many early Americans—the ancient Hebrew covenants were an early example of federalism."</p> <p>to</p> <p>"The idea of covenants is rooted in the Hebrew Bible. In the Hebrew Bible, called the Old Testament by Christians, God is said to form a covenant with the Israelite (Jewish) people. Both God and the Israelites enter this covenant by their own choosing. In turn, covenants unite the different tribes of Israelites under God's laws. To some Protestants—including many early Americans—the ancient Israelite covenants were an early example of federalism."</p>
8	Student Text	L25, Biography - Inventions Improve Life for Many, A Sturdier Pair of Pants: Levi Strauss (1829-1902), Paragraph 1	Grammatical errors or misspellings	<p>Change "At 18 years of age, Levi Strauss immigrated to New York from Bavaria (part of modern-day Germany). Six years alter, he moved to San Francisco to make his fortune in the California gold rush"</p> <p>to</p> <p>"At 18 years of age, Levi Strauss immigrated New York from Bavaria (part of modern-day Germany). Six years later, he moved to San Francisco to</p>

Grade	Component Name	Location (URL and descriptive pathway)	Identified Error	Proposed Correction
				make his fortune in the California gold rush."
8	Student Text	USI L26, Primary Source - Neighborhoods in 19th-Century New York City, Paragraph 7	Grammatical errors or misspellings	<p>Change: "The tenement house population had swelled to half a million souls by that time, and on the East Side, in what is still the most densely populated district in all the world, China Hot excluded, it was packed at the rate of 290,000 to the square mile, a state of affairs wholly unexampled."</p> <p>to</p> <p>"The tenement house population had swelled to half a million souls by that time, and on the East Side, in what is still the most densely populated district in all the world, China not excluded, it was packed at the rate of 290,000 to the square mile, a state of affairs wholly unexampled."</p>
7	Student Text	MW L24, Site of Encounter -Tenochtitlan (1428-1600), The "Triple Alliance"	Factual error	<p>The Aztec leader Itzcoatl allied his city with Texcoco and Tlacopan, called the "Triple Alliance" since the late 20th century.</p> <p>to</p> <p>The Aztec leader Itzcoatl allied his city with Texcoco and Tlacopan. This Alliance became known as the "Triple Alliance."</p>

Appendix A: Criteria for Evaluating Instructional Materials: Kindergarten through Grade Eight

Adopted by the State Board of Education on July 14, 2016

This document provides criteria for evaluating the alignment of instructional materials with the *History–Social Science Content Standards for California Public Schools* (2000) and the *History–Social Science Framework for California Public Schools*. The content standards were adopted by the California State Board of Education in October 1998. They describe what students should know and be able to do at each grade level. The framework incorporates the standards and includes instructional guidelines for teachers and administrators. The framework, together with the standards, defines the essential skills and knowledge in history–social science that will enable all California students to enjoy a world-class education.

The instructional materials must provide guidance for the teacher to facilitate student engagement with the content standards, framework, and curriculum at each grade level and to teach students all the analysis skills required for the grade spans. Students should be able to demonstrate reasoning, reflection, and research skills. These skills are to be learned through, and applied to, the content standards and are to be assessed only in conjunction with the content standards. Special attention should also be paid to the appendixes in the framework, which address important overarching issues.

To be adopted, materials must first meet *in full* Category 1, History–Social Science Content/Alignment with Standards. Materials will be evaluated holistically in the other categories of Program Organization, Assessment, Universal Access, and Instructional Planning and Support. This means that while a program may not meet every criterion listed in those categories, they must on balance meet the goals of each category to be eligible for state adoption. Programs that do not meet Category 1 in full and do not meet each one of the other four categories as judged holistically will not be adopted. These criteria may also be used by publishers and local educational agencies as a guide for developing and selecting instructional materials for grades nine through twelve. To assist the State Board in the evaluation of instructional materials, publishers will use a standards map template and evaluation criteria maps supplied by the California Department of Education to demonstrate a program’s alignment with the standards.

The criteria are organized into five categories:

1. **History–Social Science Content/Alignment with Standards:** The content as specified in the *Education Code*, the *History–Social Science Content Standards*, and the *History–Social Science Framework*
2. **Program Organization:** The sequence and organization of the history–social science program

3. **Assessment:** The strategies presented in the instructional materials for measuring what students know and are able to do
4. **Universal Access:** Instructional materials that are understandable to all students, including students eligible for special education, English learners, and students whose achievement is either below or above that typical of the class or grade level
5. **Instructional Planning and Support:** The instructional planning and support information and materials, typically including a separate edition specially designed for use by teachers in implementing the *History–Social Science Content Standards* and *History–Social Science Framework*

History–social science instructional materials must support teaching aligned with the standards and framework. Materials that are contrary to or inconsistent with the standards, framework, and criteria are not allowed. Extraneous materials should be minimal and clearly purposeful. Any gross inaccuracies or deliberate falsifications revealed during the review process will result in disqualification, and any found during the adoption cycle will be subject to removal of the program from the list of state-adopted textbooks. Gross inaccuracies and deliberate falsifications are defined as those requiring changes in content.

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

1. Instructional materials, as defined in *Education Code* Section 60010(h), support instruction designed to ensure that students master all the *History–Social Science Content Standards* 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.
2. Instructional materials reflect and incorporate the content of the *History–Social Science Framework*.
3. Instructional materials shall use proper grammar and spelling (*Education Code* Section 60045).
4. Instructional materials present accurate, detailed content and a variety of perspectives and encourage student inquiry.
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.
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.

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.
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.
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.
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 *History–Social Science Framework*, Appendix C, “Religion and the Teaching of History–Social Science,” and *Education Code* sections 51500, 51501, 51511, and 51513.
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.
12. For grades six through eight, the breadth and depth of world history to be covered are described in the *History–Social Science Framework* 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).
 13. Student writing assignments are aligned with the grade-level expectations in the *California Common Core State Standards for English Language Arts* (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 *California English Language Development Standards*, and the *English Language Arts/English Language Development Framework*.
 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 (*Education Code* Section 60040).
 15. Instructional materials, where appropriate, examine humanity's place in ecological systems and the necessity for the protection of the environment (*Education Code* 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 (*Public Resources Code* Section 71301) where appropriate and aligned to the history–social science content standards. (See Appendix F)
 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 (*Education Code* Section 51226.3[e]).
 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 (*Education Code* Section 60043).
 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 (*Education Code* sections 51226.5 and 60200.6).

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 (*Education Code* sections 52720 and 60200.5).
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 (*Education Code* 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.
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 (*Education Code* Section 51008).

Category 2: Program Organization

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.
2. The instructional materials provide instructional content for 180 days of instruction for at least one daily class period.
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.
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.
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.
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.

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.
8. Each topic builds clearly on the preceding one(s) in a systematic manner.
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.
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.
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.
12. Materials explain how history–social science instruction may be improved by the effective use of library media centers and information literacy skills.
13. The tables of contents, indexes, glossaries, content summaries, and assessment guides are designed to help teachers, parents/guardians, and students.

Category 3: Assessment

1. Assessments in the instructional materials should reflect the goals of Chapter 19 of the *History–Social Science Framework*. Assessment tools measure what students know and are able to do, including their analysis skills, as defined by the standards.
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.
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.
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.
5. Materials provide frequent assessments at strategic points of instruction by such means as pretests, unit tests, chapter tests, and summative tests.
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 *California Common Core State Standards for English Language Arts* (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 *California English Language Development Standards*, and the *English Language Arts/English Language Development Framework*.

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.
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.
9. Assessment tools measure how students are able to use library media centers and information literacy skills when studying history–social science topics.

Category 4: Universal Access

1. The instructional materials should reflect the goals of access and equity outlined in Chapter 20 of the *History–Social Science Framework*.
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.
3. Materials for kindergarten through grade three focus on the content called for in the *History–Social Science Content Standards*, including the Historical and Social Sciences Analysis Skills, and the *History–Social Science Framework* while complementing the goals of the *California Common Core State Standards for English Language Arts* and the *English Language Arts/English Language Development Framework for California Public Schools* (adopted in 2014).
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.
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.
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.
7. All suggestions and procedures for meeting the instructional needs of all students are ready to use with minimum modifications.
8. Materials provide suggestions for enriching the program or assignments for advanced learners by:

- 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
9. Materials provide suggestions to help teach English learners the *History–Social Science Content Standards* while reinforcing instruction based on the *California Common Core State Standards for English–Language Arts* and the *California English Language Development Standards*—notably to read, write, comprehend, and speak at academically proficient levels. Materials provide support for Integrated ELD instruction as described in the *English Language Arts/English Language Development Framework*.
 10. Materials incorporate the principles of Universal Design for Learning (UDL) as described in the framework chapter on Access and Equity.

Category 5: Instructional Planning and Support

1. Teacher-support materials are built into the instructional materials and contain suggestions and illustrative examples of how teachers can implement the instructional program.
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.
3. Directions are explicit regarding how the analysis skills are to be taught and assessed in the context of the content standards.
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.
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).
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.
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.
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.
9. The teacher materials describe what to teach, how to teach, and when to teach.
10. Terms from the standards and framework are used appropriately and accurately in the instructions.
11. All assessment tools, instructional tools, and informational technology resources include technical support and suggestions for appropriate use of technology.

12. Electronic learning resources, when included, support instruction and connect explicitly to the standards.
13. The teacher resource materials provide background information about important events, people, places, and ideas appearing in the standards and framework.
14. Instructional practices recommended in the materials are based on the content in the standards and framework and on current and confirmed research.
15. Materials discuss and address common misconceptions held by students.
16. Homework extends and reinforces classroom instruction and provides additional practice of skills that have been taught.
17. Materials include suggestions on how to explain students' progress toward attaining the standards.
18. Materials include suggestions for parents on how to support student achievement.
19. The format clearly distinguishes instructions for teachers from those for students.
20. Answer keys are provided for all workbooks and other related 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.
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.
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.

Appendix B: Learning Resources Display Centers (LRDCs)

Learning Resource Display Centers (LRDCs) are sites where instructional materials programs submitted for the 2017 History–Social Science Adoption are on public display. Please call for hours, as staffing varies.

Fresno County Office of Education

Instructional Technology Services
Brigeen Radoicich
1111 Van Ness
Fresno, CA 93721
559-497-3711

Humboldt County Office of Education

Cathy Dickerson
901 Myrtle Avenue
Eureka, CA 95501
707-445-7088

Kern County Superintendent of Schools Office

The Learning Center
Elia Sagasta
2020 K Street
Bakersfield, CA 93301
661-636-4640

Sacramento County Office of Education

David Chun
10474 Mather Boulevard
Mather, CA 95655
916-228-2244

San Diego County Office of Education

Oscar Ramirez
5304 Metro Street, Suite C
San Diego, CA 92110
619-718-4987

Santa Clara County Office of Education

Library Services
Lonni Gause
1290 Ridder Park Drive, MC 232
San Jose, CA 95131
408-453-6882

Tulare County Office of Education

Educational Resource Services
Kim Rice
7000 Doe Avenue, Suite A
Visalia, CA 93291
559-651-3031

University of California, Riverside

Rivera Library
Christina Cicchetti
900 University Ave
Riverside, CA 92521
951-827-3715
(Mailing address only: 3401 Watkins Drive)

University of California, Santa Barbara

Davidson Library, Curriculum Lab
Lorna Lueck
Santa Barbara, CA 93106-9010
805-893-7111

Ventura County Office of Education

Rene Hohls
5100 Adolfo Road
Camarillo, CA 93012
805-437-1340

California Department of Education
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