

AP U.S. Government Textbook Adoption Preview Text Analysis

Goal: Select one or two highest quality texts from your analysis to pilot for the duration of three to four weeks during late winter or early spring. (Adoption Committee members select which chapters/units to pilot.)

Directions: Using the rubric below, preview each text and its accompanying online resources to capture a general sense of its qualities. Scan through each text and mark an **X** in the appropriate box. Feel free to write notes and examples for each criterion.

Circle the preview text: **American Government: Stories of a Nation** **American Democracy Now** **Gov't in America** **Roots and Reform**

| Criterion | Met | Partially Met | Not Met | Comments and/or examples |
|--|-----|---------------|---------|--------------------------|
| Multiple Perspectives & Contributions | | | | |
| Biographical, contemporary or historical materials infuse perspectives and contributions from members of diverse groups substantially, accurately and respectfully. (Genders, races, ethnicities, cultures, persons with disabilities) | | | | |
| Multicultural Representation | | | | |
| The instructional materials include literature, examples, or situations that accurately reflect the culture, languages, traditions beliefs, values and customs of people from diverse backgrounds. | | | | |
| Teacher Guidance | | | | |
| The instructional materials provide strategies for teachers to elicit and instructionally respond to their students' prior knowledge, interests and identities. | | | | |
| Imagery & Language | | | | |
| Diverse cultural backgrounds are not represented stereotypically or presented as foreign or exotic. | | | | |
| Content | | | | |
| Coverage of historical events is sufficient and appropriately balanced. Examine maps, images, etc. | | | | |
| Supplementary Materials | | | | |
| Both print and digital resources are accessible and helpful to student learning. | | | | |

