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Community Member	APUSH-4: A Fabric of a Nation, 2nd Edition, Stacy & Ellington, BFW, 2024		Yes	Yes	Yes	I found "Fabric of our Nation" to have several misrepresentations around hot topics such as the obvious exclusion of key facts and misrepresentation of George Floyd, by not mentioning Floyd was a convicted felon and that according to the coroner, Floyd had a lethal amount of fentanyl in his system, which probably lead to his death. Bias aside, in general I was impressed with the "Responding to Documents-Based Questions" section in each section, which allowed students to use higher level thinking. Provided with a wide range of historical and informative documents, students are asked to identify a topic, make a claim and support and explain. Predisposed judgement regarding periods of time in our history are less likely to happen when we understand the issue when provided with an accurate historical framework. I would recommend "Fabric of our Nation" as a book for AP HS History class.
Teacher/Employee/Administrator	APUSH-7: The American Pageant: AP Edition, 18th Edition, Kennedy et al, Cengage, 2025	Yes	Yes	Yes	Yes	This has always been a fantastic book. It has been updated to see include up to date info and has very helpful resources for teachers and students aligned with az and AP standards
Teacher/Employee/Administrator	APUSH-7: The American Pageant: AP Edition, 18th Edition, Kennedy et al, Cengage, 2025	Yes	Yes	Yes	Yes	This is my pic for the new textbook. I think this would be the best for apush students.
Teacher/Employee/Administrator	APWH-4: Ways of the World, 5th Edition, Strayer & Nelson, BFW, 2023	Yes	Yes	Yes	Yes	I had the older version, great book, but it was published before they split word into ancient/modern. This aligns with the new modern standard that will help me a lot
Teacher/Employee/Administrator	USH-3: US History: Interactive, Lapansky-Werner, Levy, Roberts, & Taylor, Savvas, 2024	Yes	Yes	Yes	Yes	
Teacher/Employee/Administrator	USH-3: US History: Interactive, Lapansky-Werner, Levy, Roberts, & Taylor, Savvas, 2024	Yes	Partially	Partially	Partially	
Teacher/Employee/Administrator	USH-3: US History: Interactive, Lapansky-Werner, Levy, Roberts, & Taylor, Savvas, 2024	Yes	Yes	Yes	Yes	Covered 2020 election, but do not like this text as much
Teacher/Employee/Administrator	USH-3: US History: Interactive, Lapansky-Werner, Levy, Roberts, & Taylor, Savvas, 2024	Yes	Yes	Yes	Yes	This would probably be my 2nd choice, it seems like it has a lot to go with the textbook to help teachers teach and engage students.



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Community Member	USH-3: US History: Interactive, Lapansky-Werner, Levy, Roberts, & Taylor, Savvas, 2024					<p>USH3- Interactive, Savvas, 2024</p> <p>This is problematic as it contains biased narratives on cultural topics, such as...</p> <p>Pgs. 1036-37 Coronavirus scare 1033- BLM / Trump Presidency 1024-25 Killing of Trayvon Martin and BLM "Make comparisons in what ways the BLM movement is similar to the Civil Rights movement?"</p> <p>Teacher's Edition includes problematic standard categories on:</p> <ul style="list-style-type: none"> <li>- Culturally Relevant Learning</li> <li>- My Story and Current Event Videos - Listenwise (which was problematic with ELA adoption)</li> <li>- Integrating Social, Emotional, Learning</li> <li>- Creating a Trauma Informed Classroom</li> </ul> <p>This is exactly what parents do not want for their children and is why they are moving out of the public school. If you care about maintaining or increasing enrollment, this will not help!</p>
Community Member	USH-3: US History: Interactive, Lapansky-Werner, Levy, Roberts, & Taylor, Savvas, 2024	Partially	Partially	Partially	Partially	<p>USH-3 falls short on meeting the requirements for 1) media, interest groups, and political parties; 2) media literacy; and 3) American political culture. All three fail to present "both sides" of issues, leaving little to no opportunity for meaningful discussions and critical thinking on the part of the students. The Connections to Today could provide an opportunity for the teacher, should they take it, to give or encourage students to identify the "other side" and engage students in a meaningful discussion.</p>
Community Member	USH-3: US History: Interactive, Lapansky-Werner, Levy, Roberts, & Taylor, Savvas, 2024					<p>There needs to be historical fact, not ideological opinion covering coronavirus scare, BLM, Trayvon Martin, Trump, etc. The "TRUE" historic facts about these events are blatantly not in this publication.</p>



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Community Member	USH-3: US History: Interactive, Lapansky-Werner, Levy, Roberts, & Taylor, Savvas, 2024					<p>Talks about BLM and Colin Kaepernick kneeling for the flag</p> <p>Calls police brutality a deep rooted problem</p> <p>Workbook calls for students to write about BLM</p> <p>Compares the civil rights movement to blm</p> <p>Says black men are more likely than white men to be killed by police</p> <p>Says protests were mostly peaceful days it's unclear whether rioting was real tied to blm</p> <p>Gives anti-Trump view of election</p> <p>Calls January 6 a riot and protesters Trump Supporters</p> <p>Says restoring Unity would be a tough task for President a Biden</p> <p>Refers to Joe Biden President Biden and President Trump, as Trump</p> <p>Discussed climate change</p> <p>Asks what mixed consequences Title 9 had</p> <p>Talks about the me too movement</p> <p>Says lgbtq are discriminated against</p> <p>Talks about affirmative action</p> <p>Calls illegal immigrants unauthorized immigrants</p> <p>Fear mongers about Covid says everyone needed to quarantine or they were killing people</p> <p>Teachers talks about creating a "trauma informed classroom"</p> <p>Says Trump supporters attacked the capital</p> <p>Says that Clinton, soto mayor, and Kagan brought diversity to federal government (all democracy women)</p> <p>This is exactly what parents do not want for their children and is why they are moving out of the public school.</p> <p>If you care about maintaining or increasing enrollment, this will not help!</p>
Teacher/Employee/Administrator	USH-4: United States History, Berry et al, McGraw Hill, 2023	Yes	Yes	Yes	Yes	This book has the best supporting resources.
Teacher/Employee/Administrator	USH-4: United States History, Berry et al, McGraw Hill, 2023	Yes	Yes	Yes	Yes	Good book, like how far it goes in history. 3rd favorite
Teacher/Employee/Administrator	USH-4: United States History, Berry et al, McGraw Hill, 2023	Yes	Yes	Yes	Yes	Best source for a teacher and students! I like this the best.
Teacher/Employee/Administrator	USH-4: United States History, Berry et al, McGraw Hill, 2023	Yes	Yes	Yes	Yes	This is my top choice, it cover everything and gives teachers and students a lot of additional resources like the inquiry journal.



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Community Member	USH-4: United States History, Berry et al., McGraw Hill, 2023					<p>USH-4- United States History, McGraw Hill, 2023</p> <p>This is problematic as it contains biased narratives on cultural topics, such as...</p> <p>Pgs. 721-724 - Focus on intersectional feminism</p> <p>Pg. 734 - LGBTQ Rights Movement</p> <p>Pg. 742 - Examining African American Feminism, Patriarchy</p> <p>Pg. 785 - Social Advocacy (Gay &amp; Lesbian equality)</p> <p>Pg. 816 - Promoting Climate Change Activist Greta Thunberg</p> <p>Pg. 823 - BLM Movement "It draws attention to the incidents of police violence and exposes the economic and social inequality of African Americans in society."</p> <p>Pg. 831 - negative Trump rhetoric</p> <p>Pg. 841 - Social protest during Trump years</p> <p>Pg. 842-44 Systemic Racism and 'The Social Justice Movement</p> <p>Pg. 855- Fighting systemic racism</p> <p>NOTE Culturally Responsive Connections in Teacher's Edition are concerning</p> <p>Pg. 841 Lesson 9 - Social Justice in Sports and Arts</p> <p>Special Needs Activity "Strategy: Emotional Disturbance"</p> <p>Reading Skills: "Determining the Meaning of Systemic Racism"</p> <p>This is exactly what parents do not want for their children and is why they are moving out of the public school. If you care about maintaining or increasing enrollment, this will not help!</p>
Community Member	USH-4: United States History, Berry et al., McGraw Hill, 2023	No	No	No	No	<p>USH-4 should not be used in any classroom in SUSD. The emphasis on SEL and equity in the Teacher Edition is inappropriate. It has been well documented in multiple valid studies that SEL does not improve academic outcomes and may cause harm to students. SUSD needs to eliminate SEL across all curriculums.</p> <p>The ideological movement focus throughout this work is concerning. Modern Feminist, LGBTQ, Promoting Thunberg, BLM (a terrorist organization- which is fact) - to name just a few highlighted in this publication- is a slippery slope of ideological propaganda and is unacceptable as a history/ publication. Also, the negative Trump rhetoric is telling of the publication bias. Do not brainwash our children and spend Scottsdale tax payer dollars on this trash. Bring back true history with no ideological agenda, please.</p>
Teacher/Employee/Administrator	USH-5: America Through the Lens, Hiebert, Altoff, Fischer, Cengage, 2025	Yes	Yes	Yes	Yes	I like this one a lot. Great resources for pictures, which helps learners of all levels
Teacher/Employee/Administrator	USH-5: America Through the Lens, Hiebert, Altoff, Fischer, Cengage, 2025	Yes	Yes	Yes	Yes	Very long, but interesting with the layout of the textbook
Teacher/Employee/Administrator	USH-5: America Through the Lens, Hiebert, Altoff, Fischer, Cengage, 2025	Yes	Yes	Yes	Yes	The textbook is huge and seems to have way more than is needed and/or stuff that is not taught.



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Parent	USH-5: America Through the Lens, Hiebert, Altoff, Fischer, Cengage, 2025	Partially	Partially	Partially	Partially	<p>The visual presentation of this textbook is very busy and the US History content lacks depth, is missing key information, and the focus often seems to be the photographs rather than fluidity and relevance of content. Some chapters are well presented, but most are not.</p> <p>Often it presents like a photo book for children, and the photos are a disjointed distraction from the material. The reading level is below high school overall, but certain sections go into a depth that is more appropriate for a university history major and have nothing to do with a course on US history. For example, there's a section and photo on ancient Mexico (Teotihuacan) p 16</p> <p>Discussion on mesoamerica &amp; South American Incas (p17). Then it goes onto space archaeology, with a discussion of an archaeologist and her discoveries around the world - for a US history class.</p> <p>Next sections are titled "15th century Europe" and "West African Kingdoms". While this might provide context for US creation in theory, the depth is too much for US history. Eg. in depth content about the specific kingdoms of Ghana, Mali, Songhai, Benin, &amp; Kongo. And the presentation does not provide the context required.</p> <p>Chapter 3 The Enlightenment contains a subtitle that states - "ideas can be dangerous...especially when they question those in authority".</p> <p>What??? There is no context immediately following that subtitle that would explain how this relates to the founding of the US. It just looks like a separate statement that tells people to follow the rules and not question authority. And students should not be taught that founded the US were "dangerous". Also discusses John Locke, but not Thomas Hobbes. They both put forth are two contradictory enlightenment ideas and should be studied together. Content is strangely and suspiciously selective.</p> <p>Chapters 5 &amp; 6 are actually decent.</p> <p>Better organized and adequate content depth without superfluous or missing information.</p>
Community Member	USH-5: America Through the Lens, Hiebert, Altoff, Fischer, Cengage, 2025	Yes	Yes	Yes	Yes	<p>Not having time to read this entire textbook in one sitting, I skipped forward toward the end, and the content returned to its disjointed presentation with oddly selected and placed photos, and content better suited for a different class altogether. There is a section on George Floyd, that lacks information about the protests, controversy surrounding BLM, its political motivations, it's questionable fundraising, as well as more recent information surrounding Floyd's death. But there is a section on the 1/6 aftermath of 2020 election. There is a photograph of Kamala Harris (2024 election lose) and her husband walking in a pride parade. This is a politically driven photograph that should not be in a US History textbook. There is also a section for promoting activism which should also not be in a US history textbook.</p> <p>My third child will be entering high school next year. I have a bachelor's degree in Political Science, I am a licensed attorney, and I am currently teaching US History and American Government. I do not want my child or any other student learning from this material.</p> <p>Unfortunately, I have not been able to review the other textbook options. I hope they are better.</p> <p>Of the two major U.S. History textbooks I reviewed, USH-5 is far more comprehensive, in terms of events, stages of national development, backgrounds, leading figures, like the Founding Fathers, presidents, and nation builders, etc. It does cover our nation's shortcomings at various stages, but it also gives a much more balanced view of America's many great achievements, which have not just benefited America, but the whole world. I also feel very confident students will find USH-5 far more interesting and engaging in holding their attention, through a far better use of graphics, pictures, colors, etc.</p> <p>The net result of USH-5 will be students who know far more about U.S. history, and come away with a better balanced view of their country.</p>



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Community Member	USH-5: America Through the Lens, Hiebert, Altoff, Fischer, Cengage, 2025					<p>USH5: America Through the Lens, Cengage, 2025</p> <p>This is problematic as it contains biased narratives on cultural topics, such as...</p> <p>Pg. 1162 - White supremacy - George Floyd</p> <p>Pg. 1164 - Gun Legislation</p> <p>Pg. 1170 - Aftermath of 2020 Election Jan. 6</p> <p>Pg. 1179 - Photo of Kamala and Doug walking in pride parade</p> <p>R42 - Citizenship Handbook (Promoting Activism)</p>
Community Member	USH-5: America Through the Lens, Hiebert, Altoff, Fischer, Cengage, 2025	Partially	Partially	Partially	Partially	<p>This is exactly what parents do not want for their children and is why they are moving out of the public school. If you care about maintaining or increasing enrollment, this will not help!</p>
Community Member	USH-5: America Through the Lens, Hiebert, Altoff, Fischer, Cengage, 2025	Partially	Partially	Partially	Partially	<p>USH-5 falls short on meeting the requirements for 1) media, interest groups, and political parties; 2) media literacy; and 3) American political culture. All three fail to present "both sides" of issues, leaving little to no opportunity for meaningful discussions and critical thinking on the part of the students.</p>
Community Member	USH-5: America Through the Lens, Hiebert, Altoff, Fischer, Cengage, 2025					<p>The 'Lens' the authors have used in this publication demonstrates ideological Anti-American history and should not be something our students are exposed to, nor Scottsdale tax payers pay for. The citizenship handbook promotes activism, not history. How is this American History? It's not. It's a Sol Alinsky playbook. Keep out of SUSD please.</p>
Teacher/Employee/Administrator	WH-1: World History Interactive, Ellis & Esler, Savvas, 2022	Yes	Yes	Yes	Yes	<p>Textbook seems to summarize important points while also offering a variety of extra resources.</p>
Teacher/Employee/Administrator	WH-1: World History Interactive, Ellis & Esler, Savvas, 2022	Yes	Yes	Yes	Yes	<p>This is in my top 2 choices. I like that it seems like there are a lot of components to it. I don't love the student textbook.</p>
Teacher/Employee/Administrator	WH-1: World History Interactive, Ellis & Esler, Savvas, 2022	Yes	Partially	Partially	Partially	<p>I thought WH-3 was my least favorite but after spending more time reviewing them, this one WH-5 is actually my least favorite.</p>
Teacher/Employee/Administrator	WH-5 World History: Voyages of Exploration, Curtis, Cengage, 2021	Partially	Partially	Partially	Partially	<p>This book seems to be aligned the least with our current teaching. It looks nice but the content seems off.</p>
Teacher/Employee/Administrator	WH-5 World History: Voyages of Exploration, Curtis, Cengage, 2021	Partially	Partially	Yes	Yes	<p>Can be a little confusing, but like the opportunity to bring stories into the classroom</p>
Teacher/Employee/Administrator	WH-5 World History: Voyages of Exploration, Curtis, Cengage, 2021	Yes	Yes	Yes	Yes	<p>I feel like the overall rigor is not where it should be for this course. Many of the suggest activities also do not seem at the level appropriate for the material. The material itself seems overly simplified.</p>
Parent	WH-5 World History: Voyages of Exploration, Curtis, Cengage, 2021	Yes	No	No	Partially	<p>Excellent and very engaging. Respectful tone toward students and their ability to think, analyze and discuss. Balanced intro of many economic, philosophical and political concepts such as Malthusian, Sovereignty, self-determination, Urban land use and its challenges, natlism, animatism, Chinese censorship, Censorship in the Internet Age, theories of overfishing, pros and cons of Green Revolution etc, various city models (SE Asian, Latin American etc.). Good graphs and graphics, well-written and thought-provoking. Respectful toward various POVs.</p>
Community Member	APHUG-1: Human Geography for the AP Course, 2nd Edition, Hideprant et al., BFW, 2025	Yes	Yes	Yes	Yes	



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Community Member	APHUG-2: The Cultural Landscape, 14th Edition, Rubenstein, Pearson, 2023		Partially	Partially	Partially	This book is generally informative, but contains inaccuracies such as p. 179 ("blacks were not allowed to worship in white churches so they formed their own". In the book, Black Christians should not be singled out but should instead be included within the religious demographic. Also, p. 29 Black Lives Matter - the cause of George Floyd's death was described as at the hands of Officer Derek Chauvin, but no mention over the controversy over his death by drugs vs police brutality. DEI: first page is a full page on publishers's commitment to DEI; also pp. 26-28 gender identity and trans ideology, LGBTQ "gender norms, social constructs... etc. not well researched and also one-sided.
Community Member	APHUG-2: The Cultural Landscape, 14th Edition, Rubenstein, Pearson, 2023	No	No	No	No	I do not recommend this book because it is highly ideological and potentially divisive. Found several historical inaccuracies and biased during first brief review. 1st Full Page outlines Pearson's commitment to DEI; also pp. 26-28 re Gender and Trans ideology and LGBTQ also listed as "key issues" but no balance in viewpoint presentation. Issues are presented as fact without encouraging analysis. Description of BLM and its origin are described as due to police brutality but no discussion over controversy over George Floyd cause of death. P. 279 on Terrorism Orlando LGB Night Club shooting on list of terrorist strikes alongside Sept. 11, Lockerbie, OKC bombing. Book is written to indoctrinate and not provoke analysis or critical thinking. Would break Arizona laws re teaching DEI or that some races or social groups are superior to others.



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Community Member	APHUG-2: The Cultural Landscape, 14th Edition, Rubenstein, Pearson, 2023					<p>BLM/Environmental Racism, page 2-4</p> <ul style="list-style-type: none"> <li>- says Flint Michigan is an example of environmental racism because 54% of Flint Residence are African American</li> <li>- has an entire page dedicated to BLM</li> <li>- says Black Americans continue to face challenges in the United States</li> <li>- Does not talk about the rioting/looting that occurred because of BLM</li> <li>- claims BLM might be the largest civil rights movement in U.S. history</li> <li>- talks about Patrisse Cullors as a founder of BLM but does not mention she used BLM funds to buy a mansion</li> </ul> <p>Gerrymandering/Race, page 5</p> <ul style="list-style-type: none"> <li>- says Black Americans and most Hispanic Americans other than Cubans tend to vote Democratic</li> <li>- says creating a majority Black district virtually guarantees election of a Democrat</li> </ul> <p>Black English, page 6</p> <ul style="list-style-type: none"> <li>- talks about African American Vernacular English calls it "Black English"</li> </ul> <p>DEI, page 7</p> <ul style="list-style-type: none"> <li>- says, "The significance of ethnic diversity is challenging in the United States: To what extent does discrimination persist against some ethnicities, especially Black and Hispanic Americans?"</li> <li>- says, "Should preferences be given to some ethnicities to correct past patterns of discrimination?"</li> <li>- says, "To what extent should the distinct cultural identity of ethnicities be encouraged or protected?"</li> </ul> <p>Climate Change, page 8-9</p> <ul style="list-style-type: none"> <li>- says there are 6 different types of climate change</li> </ul> <p>Contraception, page 10-11</p> <ul style="list-style-type: none"> <li>- says reducing the world population is an important goal</li> <li>- talks about Dobbs decision but does not talk about returning power to the states</li> </ul> <p>LGBT, page 12-17</p> <ul style="list-style-type: none"> <li>- says gender and sex are different</li> <li>- says gender is a social construct</li> <li>- says women and men have unequal opportunities</li> <li>- talks about transgender and nonbinary people</li> <li>- says they may face discrimination "For example, some states do not permit transgender and nonbinary students to participate in school athletics"</li> <li>- says LGBTQ people may be attracted to San Francisco because it is "more LGBTQ friendly"</li> <li>- talks about gender roles</li> <li>- has a map of what states allow transgender people to participate in sports</li> </ul> <p>Immigration, page 18-21</p> <ul style="list-style-type: none"> <li>- calls illegal immigrants "Unauthorized immigrants"</li> <li>- has a pro illegal immigration stance and does not discuss consequences</li> </ul> <p>Gen Z, page 22</p> <ul style="list-style-type: none"> <li>- says Gen Zers tend to be progressive</li> </ul> <p>Residential Segregation, page 23</p> <ul style="list-style-type: none"> <li>- says, "Black people may face unwelcoming attitudes of white people already residing in a suburban community"</li> </ul> <p>Squatters, page 24</p> <ul style="list-style-type: none"> <li>- talks about squatting but does not mention legality</li> </ul> <p>This is exactly what parents do not want for their children and why they are moving out of the public school. If you care about maintaining or increasing enrollment, this will not help!</p>
Parent	APHUG-3: Human Geography, AP Edition, Palmer, Perfection Learning, 2022		Partially	Partially	Partially	<p>There is so much content. I feel each subject has a high level summary without much depth. The one area I'd hope for more pros/cons and different sides of the argument are for gender equality, outsourcing/jobs moved overseas, and the negatives of the IMF. The IMF has been known to have other countries commit to projects they can't complete all while being forced to use US companies. When the country fails then the US asks for natural resources in exchange.</p>



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Community Member	APUSH-1: Give Me Liberty! An American History, 7th AP Edition, Foner et al., Norton, 2024		No	Partially	No	I found the text to be biased and missing key information that would inhibit the learner from drawing a conclusion based on all relevant facts. For example, on page 913 - "The Changing Face of Black America, the text states that African Americans continue to face discriminatory treatment by police when in fact the data shows, more Whites have been shot and killed by police officers than Blacks. The broad stroke of that statement is false. Jason Riley, a senior fellow at the Manhattan Institute and columnist for the Wall Street Journal has written multiple pieces addressing race, policing and discrimination, challenging the narrative of widespread racial bias in police shooting. "The Full Truth About Race and Policing" (published June 10, 2020) or No, "Police Racism Isn't an Epidemic" are articles that draw on actual data to analyze racial patterns in police use of force. According to the data in 2021, a total of 1,055 fatal shootings: 284 Black individuals (27%), 529 White individuals (50%). Statistics from 2015 and 2019 show approximately the same outcome.
Community Member	APUSH-2: American History: Connecting with the Past, 16th Edition, Brinkley, McGraw Hill, 2023		No	No	No	This type of bias was consistent throughout the text on a broad range of subjects and therefore I would not recommend "Give me Liberty! An American History".
Parent	APUSH-3: United States History, AP Edition, Newman & Schmalback, Perfection Learning, 2021		Yes	Yes	Yes	On page 919 of the text, the shooting of Michael Brown by Officer Darren Wilson (August 2014) in Ferguson Missouri is purposefully misrepresented and paints an incomplete picture of what happened that day. On November 24, 2024, the St Louis County Grand Jury declined to indict Wilson after reviewing the evidence, including 60 witnesses, instead finding his action consistent with self-defense under Missouri Law. The DOM under President Obama, cleared Wilson of civil rights violations and concluded Brown did not have his hands up in surrender, was moving toward Wilson and that credible forensic evidence and witness testimony supported Wilson's claims of fearing for his safety. "Hands up don't shoot" narrative has been deemed uncorroborated by reliable witnesses.
Parent	APUSH-6: By the People: AP Edition, 3rd Edition, Fraser, Pearson, 2024					There were numerous instances of this type of bias throughout the book and therefore I would not recommend it for an AP US History AP class.
Teacher/Employee/Administrator	APWH-1: World History Modern: Traditions & Encounters, 7th edition, Bentley et al., McGraw Hill, 2023	Yes	Yes	Yes	Yes	I really enjoyed the more depth on the subjects versus others. I also enjoyed the pros/cons and different arguments.
Parent	APWH-1: World History Modern: Traditions & Encounters, 7th edition, Bentley et al., McGraw Hill, 2023					Just in the first few pages in huge font it reads: Pearson's Commitment to Diversity, Equity and Inclusion. This curriculum could cause a loss of federal funding and students for SUSO so I highly don't recommend it.
Parent	APWH-2: World Civilization: The Global Experience Since 1200, 8th Edition, Stearns et al., Pearson, 2024	No	No	No	No	This is, by far, my preferred text for AP World
Teacher/Employee/Administrator	APWH-3: World History: Modern (1200-Present), AP Edition, Janis, Perfection Learning, 2022	Yes	Yes	Yes	Yes	The following concerns were found in the portion of this option that I was able to review. 1) P.601 paints white men as oppressors who exclude others from society throughout history and all the way until the present. 2) P.873 tells kids what to think about birth control. 3) P.887 claims that COVID-19 vaccines eliminated the threat of disease and that locking down society was the only solution. It also discusses social inequities. 4) The textbook presents immigration in a way that would lead children to believe that everyone who comes to the U.S. should be welcomed; the text never mentions legal vs illegal immigrants. 5) The curriculum heavily focuses on globalization and lacks a balance of information about the U.S.'s capitalist economy. I would not recommend this option.



What is your role?	Select the resource/material for which you are providing feedback:	Does this resource align to the Arizona State Department of Education Standards or College Boards Course Exam Description (AP courses)?	Does material engage students in rigorous learning opportunities and higher level thinking tasks that show a real-world application of learned skill?	Does this material include high-quality resources for teachers, students and parents?	Does this material support success for all students (appropriate rigor, opportunities for enrichment, supports for differentiation, ample practice opportunities and review of previously learned skills)?	Comments
Community Member	APWH-3: World History: Modern (1200-Present), AP Edition, Janis, Perfection Learning, 2022	Yes	Yes	Yes	Yes	Excellent. Well-written book will encourage and develop original thinking, analysis and discussion. Every section includes: "Think like a historian: Identify Evidence, Identify Historical Development, Analyze the Question." Topics presented and analyzed through interesting angles such as trade routes, empires, maritime influence, geography, social hierarchies and their changes, revolutions, nationalism, industrialization, migration and more.
Teacher/Employee/A administrator	USH-1: History Alive! Pursuing American Ideals, 3rd Edition, TCI, 2024	Yes	Yes	Yes	Yes	
Teacher/Employee/A administrator	USH-1: History Alive! Pursuing American Ideals, 3rd Edition, TCI, 2024	Yes	Yes	Yes	Yes	I think having a shorter text like this that is supplemental would be beneficial. Students are never going to read every page of a huge book. this synthesizes the info and makes it easier for teachers to assign
Teacher/Employee/A administrator	USH-1: History Alive! Pursuing American Ideals, 3rd Edition, TCI, 2024	Yes	Yes	Yes	Yes	Second favorite US one, to USH-5. Easy to read, just doesn't go as far as the others in terms of years. But raises good questions
Teacher/Employee/A administrator	USH-1: History Alive! Pursuing American Ideals, 3rd Edition, TCI, 2024	Yes	Yes	Yes	Yes	Missing 2020 - as a teacher I would want approved content covering the 2020 election and January 6th
Teacher/Employee/A administrator	USH-1: History Alive! Pursuing American Ideals, 3rd Edition, TCI, 2024	Yes	Yes	Yes	Yes	This is probably my 3rd choice. I wish there was more recent information and more resources to go with it.
Community Member	USH-1: History Alive! Pursuing American Ideals, 3rd Edition, TCI, 2024	Yes	Yes	Yes	Yes	
Teacher/Employee/A administrator	USH-1: History Alive! Pursuing American Ideals, 3rd Edition, TCI, 2024	Yes	Yes	Yes	Partially	USH-1, while it does contain details about U.S. History, it's focus is comparing everything to how it achieves, or fails to achieve, American "Ideals", which come back to equality, freedom, and civil right, especially as they relate to slavery, voting rights, poverty, etc. The end result is a textbook which would leave students with a negative view of America, while failing to properly appreciate the MANY achievements of America in numerous fields. Achievements that has made America the most sought after country to move to.
Community Member	USH-1: History Alive! Pursuing American Ideals, 3rd Edition, TCI, 2024	Yes	Yes	Yes	Partially	
Teacher/Employee/A administrator	USH-2: Nystron US History Digital Program, Social Studies School Service	Yes	Yes	Yes	Yes	
Teacher/Employee/A administrator	WH-2: World History, Spielvogel, McGraw Hill, 2023	Yes	Partially	Partially	Partially	The concepts seem different than what we currently teach. It seems that it would be difficult for students to grasp.
Teacher/Employee/A administrator	WH-2: World History, Spielvogel, McGraw Hill, 2023	Yes	Yes	Yes	Yes	This is my top 2 choices. I like the Inquiry Journal but wish more of them were more aligned with what we teach (there is a lot in it that we do not teach).
Teacher/Employee/A administrator	WH-2: World History, Spielvogel, McGraw Hill, 2023	Yes	Partially	Partially	Partially	Basic textbook
Teacher/Employee/A administrator	WH-2: World History, Spielvogel, McGraw Hill, 2023	Yes	Partially	Partially	Partially	Basic textbook



What is your role?	Select the resource/material for which you are providing feedback:	Does this resource align to the Arizona State Department of Education Standards or College Boards Course Exam Description (AP courses)?	Does material engage students in rigorous learning opportunities and higher level thinking tasks that show a real-world application of learned skill?	Does this material include high-quality resources for teachers, students and parents?	Does this material support success for all students (appropriate rigor, opportunities for enrichment, supports for differentiation, ample practice opportunities and review of previously learned skills)?	Comments
Community Member	WH-2: World History, Spielvogel, McGraw Hill, 2023	Yes	Yes	Yes	Yes	
Teacher/Employee/Administrator	WH-3: History Alive! World Connections, 3rd Edition, TCI, 2020	Yes	Partially	Partially	Partially	This is my least favorite resource
Teacher/Employee/Administrator	WH-3: History Alive! World Connections, 3rd Edition, TCI, 2020	Yes	Yes	Partially	Yes	I like how this textbook is organized with straightforward information. I didn't see examples of what digital resources that it offers.
Teacher/Employee/Administrator	WH-3: History Alive! World Connections, 3rd Edition, TCI, 2020	Yes	Yes	Yes	Yes	Short and sweet, covers the basics and then we can go worksheets to expand on key ideas.