

INSTRUCTIONAL MATERIALS PUBLISHERS

Bid Item

Course: M/J Civics (2106010)

Title: Gateway to American Government , Edition: 2016

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Author: Mark Jarrett and Robert Yahng

Grade Level: 6 - 8

Publisher Questionnaire

Authors & Credentials: List full name of author(s), with major or senior author listed first. Briefly provide credentials for each author.

The authors offer a unique combination of teaching and practical experience and academic expertise. MARK JARRETT studied at Columbia University (B.A.), the London School of Economics (M.A. in international history), and Stanford University, where he received a Ph.D. in European history and was the recipient of a university fellowship and of the David and Christina Phelps Harris Fellowship. Dr. Jarrett also received a law degree with honors (Order of the Coif) from the Law School of the University of California at Berkeley (Boalt Hall), where he was an editor of the school's law review, and received the American Jurisprudence Award for Comparative Legal History and the Prosser Prize for Federal Courts. He has taught at Hofstra University in New York, Mander, Portman and Woodward School in London, and in the New York City Public Schools, and has served as a test writer for the New York State Board of Regents. He also practiced law in the San Francisco office of Baker & McKenzie, the world's largest law firm, where he was active in cases involving BP, Apple and other well-known companies. Dr. Jarrett is the co-author of several textbooks and test preparation books used by students in Texas, New York and Ohio. In 2013, his book *The Congress of Vienna and its Legacy* was published in London. The book was released in paperback in 2014, when it won a Choice award as an "Outstanding" academic title. British historian Andrew Roberts has praised the book as "meticulously researched, elegantly written and penetratingly insightful." Robert Jervis, past President of the American Political Science Association, considers it "a model treatment. It really is THE book on the period and will attract and enlighten readers for a generation to come." Charles Maier of Harvard University writes that this "massive and impressively researched volume promises to become our generation's authoritative study of the peace settlements of 1814-1815," while John Bew of King's College, London, concludes that "this is the most detailed and thoroughly researched study of the making of the Treaty of Vienna of 1815 and the European Congress system ever written." James Warlick, former US Ambassador to Bulgaria, likewise considers it to be "the definitive work on the Congress of Vienna." In 2014 and 2015, Dr. Jarrett was invited to speak at Harvard, Columbia, the Salzburg Global Seminar, the University of Vienna, the Royal Academy of the Netherlands, the German Institute of Paris, and the Austrian Institute of London. Dr. Jarrett has also been a frequent presenter at the conferences of the Florida Council for the Social Studies and the Texas Council for the Social Studies. He is currently working on a book on Lord Castlereagh and counter-revolution in Ireland and Europe. ROBERT YAHNG has taught Honors U.S. Government and Honors Micro and Macroeconomics at Salesian High School in Richmond, California, for the past 16 years. He was chairman of the school's board of directors from 2003 to 2013. Mr. Yahng earned his B.A. at Berea College in Kentucky, the South's first interracial college, where his grandfather, father, and mother were professors. He received his Juris Doctor degree from the University of Kentucky School of Law. Robert was a partner in the law firm of Baker & McKenzie, the world's largest law firm, for 21 years. He was the Managing Partner of their San Francisco and Palo Alto Offices in the 1990s. He also founded the firm's Taipei Office. From 1997 until 2015, Robert was the Chairman of the Board of the American Bridge Company, which constructed the Bob Graham Sunshine Skyway Bridge, the new Bay Bridge in San Francisco, and many other landmarks, including the Chrysler Building in New York City. From 1999 to 2002, Robert Yahng also served as a Public Governor on the Board of Governors of the Pacific Stock Exchange. From 1967 to 1972, Robert served in the U.S. Air Force, from which he was honorably discharged with the rank of captain.

Students: Describe the type(s) of students for which this submission is intended.

This program is designed for 7th graders of all types. Its many features and activities, described below, facilitate differentiated instruction.

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

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

Based on the landmark findings of the National Research Council's *How People Learn*, Robert Marzano's *Classroom Instruction that Works*, and other recent research, *Gateway to U.S. History* is especially designed to facilitate student learning. This Major Tool helps teachers to unmask student preconceptions, organizes information around key concepts, and takes a metacognitive approach to skills instruction. It eases the assimilation of new learning schemata and provides opportunities for students to reinforce and apply their learning. At the same time, it introduces all of Florida's benchmarks for Civics in a logical and comprehensive way. Each major concept is presented to students in multiple ways—in an advanced organizer that includes a list of relevant benchmarks, key vocabulary and an overview summarizing each chapter in one page (known as Florida "Keys" to Learning). This is followed by an explanation of the same concept in greater detail in the chapter text. Student learning is then reinforced with student activities, known as *The Active Citizen*, vocabulary activities, a concept map, review cards, and practice test questions identified by benchmark. Using these different features, teachers are able to provide differentiated instruction, while students are able to assimilate, apply and reinforce new information for an authentic learning experience.

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

The Major Tool is a browser-based, secure-access PDF. It is based on a popular textbook that covers the benchmarks tested on the EOC. The Major Tool includes additional chapters covering benchmarks not tested on the EOC. Each chapter begins with a title page listing the relevant benchmarks and providing a word wall of important names and terms. This is followed by a one-page advance organizer, Florida "Keys" to Learning. The chapter text is then divided into several easy-to-read sections. Some of these sections contain specially designed cartoons to help students comprehend and master difficult concepts, such as constitutional principles and types of government. Each major section or group of sections is followed by *The Active Citizen*, which asks students to conduct various activities to reinforce and enrich their understanding of each benchmark. Some of these activities ask students to interpret primary source documents that are found in the Major Tool itself, such as speeches by President Ronald Reagan and Reverend Al Sharpton. Other activities require students to role-play or to conduct their own research and to present their findings to their classmates. Finally, each chapter concludes with: (1) a vocabulary activity, such as concept ladders or concept circles, based on the pioneering research of Janet Allen; (2) a concept map; (3) a series of review cards; and (4) practice test questions. The primary strengths of this Major Tool are its sharp focus on Florida's benchmarks, its logical organization, its engaging text, and its many special features to facilitate student learning. There is no right or wrong way for organizing a Civics course, but we take the approach described below. These chapters can be used in almost any order a teacher wishes to take in order to conform to his or her district's syllabus. Chapter 1. Origins of American Government. The program begins by examining the roots of our system of democratic government in England and colonial times. Chapter 2. Americans Declare Their Independence. Students examine the disagreements between the American colonists and the British government, the outbreak of armed conflict, and the decision to become independent. Then they analyze the ideas of the Declaration itself. Chapter 3. The Story of Our Constitution. Students learn how the weaknesses of the Articles of Confederation led delegates from twelve states to draft the U.S. Constitution. Chapter 4. A Quick Tour of the Constitution. Students are provided with an overview of the basic structure of the Constitution and our federal government. Chapter 5. Congress: Our Legislative Branch Chapter 6. The Presidency: Our Executive Branch Chapter 7. The Federal Courts: Our Judicial Branch Chapter 8. The Rule of Law. Students learn what laws are, what courts do, and the differences between state and federal laws, civil and criminal laws, and statutory and common law. The chapter includes material for classes to conduct a mock civil or criminal trial. Chapter 9. The Bill of Rights and Later Amendments Chapter 10. "May It Please the Court": The Supreme Court in Action. Students learn about the landmark U.S. Supreme Court decisions listed in Florida's Civics standards. Chapter 11. Federalism: Federal, State and Local Governments Working Together. Students learn about Florida's state and local governments in the context of the complex relationship between our federal and state governments known as "federalism." Chapter 12. The Obligations, Responsibilities and Rights of Citizens. Students learn what citizenship is and how many people become U.S. citizens at birth. They also learn how foreign nationals living in the United States are able to become "naturalized" American citizens. Then students look at the obligations, responsibilities and rights of American citizens. Chapter 13. Political Parties and Elections Chapter 14. Interest Groups and the Media Chapter 15. Public Policy Chapter 16. Types of Governments Chapter 17. American Foreign Policy Chapter 18. Practice Test (EOC) Chapter 19. Economics Chapter 20. Geography

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

The Teacher's Guide accompanying the Major Tool is a PDF designed for teachers. It provides core questions and optional questions for each chapter. These are followed by a series of recommended classroom activities, suggestions for using information technology in the classroom, performance-based assessment ideas, and a performance-based assessment rubric. All of this is then followed by resources from the Major Tool for classroom projection by teachers when their district has adopted the Major Tool (or if there is a class set of thirty of the ancillary books present in the classroom). These resources include all of *The Active Citizen* activities, all of the primary-source documents, maps, charts, graphs and images in the chapter.

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

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

Gateway to American Government (ISBN 978-0-9894845-1-0) is a softcover version of those sections of the Major Tool that cover benchmarks tested by the EOC in Civics. This resource enables teachers and students to use both printed and digital materials in tandem. Schools without a sufficient number of computers or tablets for all their students at present can rely on this ancillary resource while purchasing additional computers for increased digital access in future years.

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

The Teacher's Edition offered with the Major Tool can also be used with the Ancillary Materials.

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

The Major Tool and Ancillary Materials should take approximately one academic year to complete. A sample calendar is below. August: Chapters 1-2 September: Chapters 4-5 October: Chapters 6-7 November: Chapters 8-9 December: Chapter 10 January: Chapters 11-12 February: Chapters 13-14 March: Chapters 15 and 16 April: Chapter 17/Review for EOC/Chapter 18 (practice test) May-June: EOC/ Chapters 19-20

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

Districts purchasing the Major Tool will be provided with a PowerPoint explaining how the program works. The Teacher's Edition contains many ideas for designing dynamic lessons. Dr. Jarrett can provide additional presentations in person for districts adopting this program under terms to be arranged. For workshops with innovative instructional strategies for using this resource, districts can also contact Steve Beasley or Sherry Owens of s3strategies.

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

The Major Tool is a browser-based, secure-access PDF that can be viewed on a computer, laptop, tablet or smart phone.

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

See attached Form IM10

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

Dr. Jarrett is co-author of textbooks and ancillary materials with a similar educational approach in current use in Texas, Ohio and New York.

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

School districts that have successfully used these Ancillary Materials in the last eighteen months include Miami-Dade, Broward, Palm Beach, Duval, St. John's, Brevard, and other districts.

BID #: 3164

SUBMISSION TITLE: GATEWAY TO AMERICAN GOVERNMENT

GRADE LEVEL: 7

COURSE TITLE: M/J CIVICS

PUBLISHER: FLORIDA TRANSFORMATIVE EDUCATION

Additional Responses to the Publisher's Questionnaire (IM8)

2. How are your digital materials searchable by Florida State Standards (section 1006.33(1)(e) Florida Statutes)?

The program, a browser-based, secure access PDF, will permit keyword searches and Florida's state standards will be embedded as keywords in the text.

5. What industry standard protocols are utilized?

The application uses standard https protocol for communicating with end users for browser-based access.

11. What Open Educational Resources related to this bid to we make available?

The *Teacher's Guide* provides many suggestions for the use of open educational resources such as the online resources of the Library of Congress and the National Archives.