

## STANDARDS SAMPLING

### California Common Core State Standards for AP Euro

*This activity is to do a side-by-side comparison of standards development to determine which materials best meet the learning needs of your students. The sampling of three standards provides a good indicator of match. In conducting the sampling, refer to the District Chart of Needs for Students and Teachers.*

1. Choose three standards important to the success of student achievement. Since most standards include multiple concepts, choose just one concept as you focus for sampling.
2. For each selected standard, complete the Sampling survey for each textbook program reviewed. You will need one survey form per standard, per program for each committee/group conducting the review.
3. Use the table of contents, index, pacing guide, and/or standards map to find all places in the program where the identified standard is presented. Note the location and page reference (e.g., Teacher Edition p. 210; Student Edition p. 210; Language Supplement p. 48).
4. As you gather evidence take notes and mark whether it is evidence of strength "+" or concern "?". Answer each questions outlined below. Assign points to each element using the following rubric:

**1 = Does not meet district needs   2 = Meets district needs**  
**3 = Meets UC requirements & district needs   4 = Exemplary-Aligned with CCSS**

5. Compare the results of this analysis to determine which programs meet the district needs well enough to merit further review and which materials no not merit further review.

\_\_\_\_ Paula Dillon \_\_\_\_\_  
Teacher Name

\_\_\_\_ Northgate High School \_\_\_\_\_  
School

\_\_\_\_ Western Civilization Since 1300, 10<sup>th</sup> edition \_\_\_\_\_  
Text Name

\_\_\_\_ Cengage \_\_\_\_\_  
Publisher

## STANDARD SAMPLING of California Common Core State Standards

**Program Title and Publisher:**

***AP European History- The College Board***

**Program Type:**

- CORE  
 INTERVENTION  
 ENRICHMENT

**Content Standard(s):**

Grade	Strand	Number	Standard
10-12	RI 6-12	1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
10-12	RI 6-12	6	Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose
10-12	RI 6-12	3	Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

**Program Component(s):**

	<i>Page number and component where standard instruction and support are found (e.g., ELD p. 278).</i>
Teacher Edition:	As an AP book approved by the College Board, there is no "teacher" and "student" edition. Just one edition.
Student Edition:	N/A
Supplement(s):	Test Banks and Quiz Banks available on cengage.com with teacher account
Technology:	PowerPoints for each chapter also available on cengage.com with teacher account
Other:	

<b>Standard Sampling</b>		<b>Score:</b> 1 = Does NOT meet district needs 2 = Meets some of district needs 3 = Meets UC requirements & district needs 4 = Exemplary-Aligned with CCSS		<b>+ Strength ? Concern</b>	<b>Score</b>
<b>CONTENT</b>					
1. Does the text promote acquisition of AP Standards in each area? Writing? Reading? Listening/Speaking? Language?	<i>Evidence:</i>  Approved by the College Board and listed on approved pre-made syllabi for the course, already audited by the College Board.	+	4		
2. Is there an emphasis on AP European history and its key concepts?	Yes- the book is organized both thematically and chronologically and all key concepts are outlined in the introduction of the book, with references to chapters that cover each of the key concepts as determined by the College Board.	+	4		
3. Are there adequate reference to real world application of AP European History?	Yes- there are various primary sources in the book for each chapter, as well as maps and "history in film" segments.	+	4		
4. Are there references to current European issues/theories?	Yes, the last two chapters (29 and 30) are focused on recent and current European politics and economic developments.	+	4		
<b>Total:</b>				16	

Standard Sampling INSTRUCTIONAL PROGRAM		Score: 1 = Does NOT meet district needs 2 = Meets district needs 3 = Meets UC requirements & district needs 4 = Exemplary-Aligned with CCSS	+ Strength ? Concern	Score
1. What is reading level/complexity of the text?	<i>Evidence:</i> As an approved AP book for the course, by the College Board, it is of AP/college level.	+	4	
2. What is the availability of online or physical resources for teachers (e.g. PPT, etc.)?	Cengage provides each teacher with an online bank of powerpoints and test banks.	+	3	
3. Is there adequate content to promote math skills, analysis, and statistics?	Not necessary, as this is an AP European history course and not a math course.		N/A	
4. What is the quality/availability of supplemental/technology based materials for students?	<i>Evidence:</i> <i>Excellent. Each Power Point is aligned to the chapters in order and covers the key concepts. The test banks contain stimulus-based multiple choice questions, as well as prompts for Short Answer Questions, Long Essay Questions, and Document based Question Essays.</i>	+	3	
5. What is the adequacy of student support materials? (workbooks, online, etc?)	Adequate. Most student support materials are supplementary or found within the AP European History teacher online community forums available on various sites. Most support materials come in the book as primary sources.	+	3	
6. What is the quality of graphs and other visuals?	Beautiful maps, graphs, and pictures of art, as well as photographs of journalistic quality.	+	4	
<b>Total:</b>		17		

<b>Standard Sampling</b>		<b>Score:</b> 1 = Does NOT meet district needs 2 = Meets district needs 3 = Meets UC requirements & district needs 4 = Exemplary-Aligned with CCSS	<b>+ Strength ? Concern</b>	<b>Score</b>
<b>ASSESSMENT</b>				
1. What are the types/quality of formative/summative assessment to promote acquisition of necessary skills/content?	<i>Evidence:</i> As stated previously, summative assessments come in the test bank. AP materials do not typically provide formative assessment materials, as that is left to the teacher to produce.		+	3
2. Are sample multiple choice/free response tests included in the resources for every unit?	Yes. Cengage provides them in the test banks available for download by each teacher.		+	4
<b>Total:</b>			7	