

2017 History–Social Science Adoption
 List of Edits and Corrections and Social Content Citations
 Panel 2: Pearson Scott Foresman & Prentice Hall,
California History-Social Science myWorld Interactive (K–5)

This table contains edits and corrections from the review panel *Report of Findings* and social content citations issued by the panel. Edits and corrections are listed first, then social content citations.

Int Ref: edit # in the IMR/CRE Report or social content citation #

Type: “EC” = Edit/Correction; “SC” = Social Content Citation

Description: exact language from report/citation

Shaded rows indicate items where the CDE staff has noted a potential issue. These rows are also marked with an asterisk in the “Int Ref” column.

Int Ref	Publisher	Program	Type	Gr	Description	CDE Notes
1	Pearson	myWorld K-5	EC	K	SE/TE 149: Ford and Toyota emblems should be blurred.	
2	Pearson	myWorld K-5	EC	K	SE/TE 158: Boy’s Tommy Hilfiger shirt label should be blurred.	
3	Pearson	myWorld K-5	EC	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	Pearson	myWorld K-5	EC	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	Pearson	myWorld K-5	EC	1	SE/TE 87: “On July 4, 1776, leaders of the colonies signed a document...,” should be, “On	

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					July 2, 1776, leaders of the colonies signed a document.”	
6	Pearson	myWorld K-5	EC	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.	
7	Pearson	myWorld K-5	EC	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	Pearson	myWorld K-5	EC	2	SE/TE 84: “The Supreme Court has nine judges.” The sentence should be, “The Supreme Court has nine justices.”	
9	Pearson	myWorld K-5	EC	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	Pearson	myWorld K-5	EC	3	TE 226: “Integrated English Language Development” box says, “Emerging, Below Level, and Advanced,” should be, “Emerging, Bridging, and Expanding.”	
11	Pearson	myWorld K-5	EC	3	SE/TE 89: “Starting in the mid-1700s...,” should be, “Starting in the mid-1500s...”	
12	Pearson	myWorld K-5	EC	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.”	
13	Pearson	myWorld K-5	EC	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.	

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					The picture should only have 2 to 3 missionaries in it.	
14	Pearson	myWorld K-5	EC	4	SE/TE 115: “After the Mexican government took control, 500 land grants were given out. This compared to 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.”	
15	Pearson	myWorld K-5	EC	4	SE/TE 117: “Identify multiple reasons why the Mexican government issued land grants in the late 1800s” should be, “early 1800s.”	
16	Pearson	myWorld K-5	EC	4	SE/TE 200: “In 1913, work began on the Los Angeles Aqueduct.” The sentence should be: “In 1905...”	
17	Pearson	myWorld K-5	EC	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.”	
18	Pearson	myWorld K-5	EC	4	SE/TE 239: “Over 2,000 soldiers and sailors lost their lives, and 180 planes were destroyed.” The sentence should be, “Over 2,000 soldiers and sailors lost their lives, and 180 planes and 19 naval vessels, including 8 battleships, were destroyed or damaged.”	

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19	Pearson	myWorld K-5	EC	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.”	
20	Pearson	myWorld K-5	EC	4	SE/TE 70: “In 1542, the Spanish Viceroy, or governor...” should be, “In 1542, the Spanish Viceroy...”	
21	Pearson	myWorld K-5	EC	4	SE/TE 164: Replace artist’s view of “Bernanda Ruiz” with actual photo.	
22	Pearson	myWorld K-5	EC	5	SE/TE 151: Triangular trade map should include Brazil and the Dutch Colonies in South America.	
23	Pearson	myWorld K-5	EC	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.”	
24	Pearson	myWorld K-5	EC	5	SE/TE 286: “King had begun the Southern Christian Leadership Conference campaign in Selma, Louisiana.” Louisiana should be replaced by Alabama.	
25	Pearson	myWorld K-5	EC	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.”	
26	Pearson	myWorld K-5	EC	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	

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					Missouri grew from 10,000 to 45,000 between 1810 and 1830.”	
27	Pearson	myWorld K-5	EC	5	SE 170: Title “Primary Source” should be deleted.	
28	Pearson	myWorld K-5	EC	5	SE/TE 223-225: names of American Indian alliance leaders in the Revolutionary War are omitted. Specific leader names such as Joseph Brant, etc., should be added.	
29	Pearson	myWorld K-5	EC	5	SE/TE 395: The subheading “The Motive for Profit” should be, “New Goods and Services Meet the Needs of the Forty-Niners.”	
Pearson K-5 SC-1	Pearson	myWorld K-5	SC	4	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 accordingly: Some opportunities were closed to women during the Gold Rush. One person who was born female but lived as a man woman 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	The Pearson K-5 social content citations were scanned from hard copy and do not have accessible text. The descriptions here were transcribed by staff. In the previous column, “Some opportunities were closed to women during the Gold Rush,” “woman lived as a man,” and “Only then was it discovered that Charley

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					died in 1879. Only then was it discovered that Charley Parkhurst was a woman. 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.	Parkhurst was a woman” are recommended deletions. The phrase “One person who was born female but lived as a man” is a recommended addition.
Pearson K-5 SC-2*	Pearson	myWorld K-5	SC	K	B: Criterion 1.9 calls for history social science curriculum to be enriched with various genres of fiction and nonfiction literature about the historical period.... The literary selections should be broadly representative of varied cultures, ethnic groups.... None of the literature referenced in citations provided by the publisher includes substantial excerpts from literature by South Asian, African American, or Latino authors, despite the long literary traditions among both groups and the presence of African American and Latino students in California schools who will look for literature representative of their history and experience.	“Edits and corrections” to the materials may be recommended, but “rewrites” may not. (See regulatory definitions of those terms in 5 CCR § 9510).
Pearson K-5 SC-3*	Pearson	myWorld K-5	SC	1	B: Criterion 1.9 calls for history social science curriculum to be enriched with various genres of fiction and nonfiction literature about the historical period.... The literary selections should	“Edits and corrections” to the materials may be recommended, but “rewrites” may not.

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					<p>be broadly representative of varied cultures, ethnic groups....</p> <p>None of the literature referenced in citations provided by the publisher includes substantial excerpts from literature by South Asian, African American, or Latino authors, despite the long literary traditions among both groups and the presence of African American and Latino students in California schools who will look for literature representative of their history and experience.</p>	<p>(See regulatory definitions of those terms in 5 CCR § 9510).</p>
Pearson K-5 SC-4*	Pearson	myWorld K-5	SC	2	<p>B: Criterion 1.9 calls for history social science curriculum to be enriched with various genres of fiction and nonfiction literature about the historical period.... The literary selections should be broadly representative of varied cultures, ethnic groups....</p> <p>None of the literature referenced in citations provided by the publisher includes substantial excerpts from literature by South Asian, African American, or Latino authors, despite the long literary traditions among both groups and the presence of African American and Latino students in California schools who will look for literature representative of their history and experience.</p>	<p>“Edits and corrections” to the materials may be recommended, but “rewrites” may not. (See regulatory definitions of those terms in 5 CCR § 9510).</p>

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Pearson K-5 SC-5*	Pearson	myWorld K-5	SC	3	<p>B: Criterion 1.9 calls for history social science curriculum to be enriched with various genres of fiction and nonfiction literature about the historical period.... The literary selections should be broadly representative of varied cultures, ethnic groups....</p> <p>None of the literature referenced in citations provided by the publisher includes substantial excerpts from literature by South Asian, African American, or Latino authors, despite the long literary traditions among both groups and the presence of African American and Latino students in California schools who will look for literature representative of their history and experience.</p>	<p>“Edits and corrections” to the materials may be recommended, but “rewrites” may not. (See regulatory definitions of those terms in 5 CCR § 9510).</p>
Pearson K-5 SC-6*	Pearson	myWorld K-5	SC	4	<p>B: Criterion 1.9 calls for history social science curriculum to be enriched with various genres of fiction and nonfiction literature about the historical period.... The literary selections should be broadly representative of varied cultures, ethnic groups....</p> <p>None of the literature referenced in citations provided by the publisher includes substantial excerpts from literature by African American or Latino authors, despite the long literary traditions among both groups and the presence of African American and Latino students in California</p>	<p>“Edits and corrections” to the materials may be recommended, but “rewrites” may not. (See regulatory definitions of those terms in 5 CCR § 9510).</p>

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					schools who will look for literature representative of their history and experience.	
Pearson K-5 SC-7*	Pearson	myWorld K-5	SC	5	<p>B: Criterion 1.9 calls for history social science curriculum to be enriched with various genres of fiction and nonfiction literature about the historical period.... The literary selections should be broadly representative of varied cultures, ethnic groups....</p> <p>None of the literature referenced in citations provided by the publisher includes substantial excerpts from literature by South Asian, African American, or Latino authors, despite the long literary traditions among both groups and the presence of African American and Latino students in California schools who will look for literature representative of their history and experience.</p>	“Edits and corrections” to the materials may be recommended, but “rewrites” may not. (See regulatory definitions of those terms in 5 CCR § 9510).
Pearson K-5 SC-8	Pearson	myWorld K-5	SC	1	<p>A-1: P. 124 “A play about a very pushy woman who gets upset at everyone involved in building her new home.”</p> <p>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.</p>	
Pearson K-5 SC-9*	Pearson	myWorld K-5	SC	4	<p>A-2: P. 51 California Indians and their environment The first Californians were hunter gatherers. A hunter-gatherer is a person who collects plants</p>	“Edits and corrections” to the materials may be recommended, but

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					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. Some tribes also recognized two-spirit people whose roles could come from wither men’s or women’s tasks or a mix of both. California Indians also ate birds, clams, antelope, deer, chia, yucca, and berries.	“rewrites” may not. (See regulatory definitions of those terms in 5 CCR § 9510). In the previous column, the following text is a recommended addition: “Some tribes also recognized two-spirit people whose roles could come from wither men’s or women’s tasks or a mix of both.”
Pearson K-5 SC-10*	Pearson	myWorld K-5	SC	4	A-2: P. 105 California Indians and the Missions However, Indians did bring their own cultures with them when they came to the missions. As a result, Spanish culture combined with the indigenous, or native, culture. California Indians combined Catholicism with their own beliefs. Mixing of Spanish and Indian ways shaped a new culture and society in California. Many traditional practices however, were not continued or adapted. Some Native American people had previously lived in gender roles accepted by their tribe that stood outside of European notions of strictly divided male and	“Edits and corrections” to the materials may be recommended, but “rewrites” may not. (See regulatory definitions of those terms in 5 CCR § 9510). In the previous column, the following text is a

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					<p>female. Colonizers forced these Native Americans to conform to European gender roles or conceal who they were to survive. It was not until 1970s that some Native Americans cultures would begin to recover this lost heritage.</p> <p>This text in red helps students understand, as stated in the Framework, that “Missions were sites of conflict, conquest, and forced labor. Students should consider cultural differences such as gender roles and religious beliefs, on order to better understand the dynamics of Native and Spanish interaction.”</p>	<p>recommended addition: “Many traditional practices however, were not continued or adapted. Some Native American people had previously lived in gender roles accepted by their tribe that stood outside of European notions of strictly divided male and female. Colonizers forced these Native Americans to conform to European gender roles or conceal who they were to survive. It was not until 1970s that some Native Americans cultures would begin to recover this lost heritage.”</p>
Pearson K-5 SC-11	Pearson	myWorld K-5	SC	5	B-2, B-6: pg. 223 4 th paragraph, sentence 2 Include: Thayendanegea or Joseph Brant, a Mohawk leader.	

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Pearson K-5 SC- 12	Pearson	myWorld K-5	SC	2	A-6. Females portrayed in shopping roles: 110 Making chores about shopping girls dreaming about [sic], 104 Men directing, 19, 7 (men laundry), 4+5 men playing Pgs. 138-141 All men in hero role (boy helping kid who fell off bike, cross guard, doctor, firefighter, soldier). 2 illustrated women (organizing drive, crosswalk) K.2 pg. 80	Citation was handwritten and transcription may not be 100% accurate.
Pearson K-5 SC- 13	Pearson	myWorld K-5	SC	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?” A better title would be something like Inventions Change Many People’s Lives or Inventions Make Life Better and Worse.	
Pearson K-5 SC- 14	Pearson	myWorld K-5	SC	K	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.	
Pearson K-5 SC- 15	Pearson	myWorld K-5	SC	4	B-1: p. 134 Trailblazers section Third paragraph refers to a trailblazer’s help from a “friendly California Indian village.” This	

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					implies a European perspective. The text would be less biased without the adjective friendly.	
Pearson K-5 SC- 16	Pearson	myWorld K-5	SC	K	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.	
Pearson K-5 SC- 17	Pearson	myWorld K-5	SC	K	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.	
Pearson K-5 SC- 18*	Pearson	myWorld K-5	SC	3- 5	B1: Beginning of each chapter, grades 3, 4, 5 Rap About It Please consider removing Rap (word) Replace with Sing (word)	One of the definitions of “rap” in the dictionary is “to talk informally.”
Pearson K-5 SC- 19	Pearson	myWorld K-5	SC	1	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.	
Pearson K-5 SC- 20*	Pearson	myWorld K-5	SC	2	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	“Edits and corrections” to the materials may be

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					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.	recommended, but "rewrites" may not. (See regulatory definitions of those terms in 5 CCR § 9510).
Pearson K-5 SC-21*	Pearson	myWorld K-5	SC	2	B: pp. 2-5 Project Based Learning on Students' Ancestors No mention of slavery in teacher instructions for activity. No Guidance for teachers of students whose ancestors came to the country in slavery or were forced to come to the United States. Perhaps the activity is only asking students to get the stories of their parents and grandparents. In that case, then, it is misleading to call this a project about one's ancestors.	"Edits and corrections" to the materials may be recommended, but "rewrites" may not. (See regulatory definitions of those terms in 5 CCR § 9510).
Pearson K-5 SC-22*	Pearson	myWorld K-5	SC	2	B: p. 28 Note on Culturally Responsive Teaching The note states that "Some families may be reluctant to discuss places of origin and migratory patterns due to cultural sensitivities (i.e., Africans brought to America as slaves, ancestors migrating illegally). To allow for sensitivity issues, participation in this activity should be encouraged on a voluntary basis." The note does not provide advice to teachers on how to respond if students DO volunteer such information.	"Edits and corrections" to the materials may be recommended, but "rewrites" may not. (See regulatory definitions of those terms in 5 CCR § 9510).
Pearson K-5 SC-23	Pearson	myWorld K-5	SC	1	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	

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					only include white people. These depictions leave out persons of color and imply they were not part of the past.	
Pearson K-5 SC-24	Pearson	myWorld K-5	SC	2	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.	
Pearson K-5 SC-25*	Pearson	myWorld K-5	SC	5	B: p. 72 Cultures Collide section This section describes exchanges of cultures but makes no mention of imposition of culture which is a necessary addition to understand how elements of different cultures ended up on the North American continent.	“Edits and corrections” to the materials may be recommended, but “rewrites” may not. (See regulatory definitions of those terms in 5 CCR § 9510).
Pearson K-5 SC-26*	Pearson	myWorld K-5	SC	3	B-1: p. 86 Indian and European views. In this section Indian views of Europeans are portrayed as helpful or hostile. European views of Indians are not presented despite the title of the section. The result is that European understanding of the world becomes the norm, and Indians are effectively the “other.” For example, no mention is made that some Indians may have viewed their actions to defend their home and land as brave.	“Edits and corrections” to the materials may be recommended, but “rewrites” may not. (See regulatory definitions of those terms in 5 CCR § 9510).
Pearson K-5 SC-27	Pearson	myWorld K-5	SC	4	B-1: p. 104 Land and Cultures Change After describing how the missions changes the landscape and lives of Native Americans, the	

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					text reads “As a result, more and more chose to live there. They came for the supply of food available at the missions.” It would be more appropriate to replace the word “chose” with “had.”	
Pearson K-5 SC-28*	Pearson	myWorld K-5	SC	5	B: p. 159 The Slave Trade section No mention is made in this section of the concept of white supremacy. The text offers no explanation of why Africans were enslaved.	“Edits and corrections” to the materials may be recommended, but “rewrites” may not. (See regulatory definitions of those terms in 5 CCR § 9510).
Pearson K-5 SC-29	Pearson	myWorld K-5	SC	5	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.	
Pearson K-5 SC-30	Pearson	myWorld K-5	SC	5	B: p. 126 Tisquantum Tisquantum’s biography is used to illustrate the citizenship quality of problem solving. It seems inappropriate to use Tisquantum’s story to illustrate citizenship for several reasons – American Indians were not citizens of the United States until 1924. Calling Tisquantum a problem solver for creating a treaty with the Pilgrims represents a European perspective on his role.	
Pearson K-5 SC-31*	Pearson	myWorld K-5	SC	K-2, 5	E-2, E-5: Lacks contributions/proportion of portrayals of people with disabilities.	“Edits and corrections” to the materials may be

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					Heroes, Citizenship: possible placement under these headings	recommended, but “rewrites” may not. (See regulatory definitions of those terms in 5 CCR § 9510).
Pearson K-5 SC-32	Pearson	myWorld K-5	SC	K-2, 5	E-2, E-5: Limited/proportionate portrayals of people with disabilities	
Pearson K-5 SC-33	Pearson	myWorld K-5	SC	2	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).	
Pearson K-5 SC-34	Pearson	myWorld K-5	SC	5	G: Chapter 8, Westward Expansion, Lesson 4, The California Gold Rush, p. 395, header, The Motive for Profit, Change: The Motive for Profit New Goods and Services Meet the Needs of the Forty-Niners	In the previous column, “The Motive for Profit” is a recommended deletion. The phrase

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					<p>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.</p>	<p>“New Goods and Services Meet the Needs of the Forty-Niners” is a recommended addition.</p>
Pearson K-5 SC-35	Pearson	myWorld K-5	SC	4	<p>L-1, L-2: pg. 301 (visible in stadium image) Context was highlighting sports as CA pastime/popularity thus, Toyota signage unnecessary.</p> <p>B-1: pg. 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.)</p> <p>A-5: pgs 175, 89 Females in thinking/writing roles 259, 307 Boys doing working at computer/mailling letter</p>	<p>Citation was handwritten and transcription may not be 100% accurate.</p>