



INSTRUCTIONAL MATERIALS ADMINISTRATOR

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Recommendation

Yes

Comments: I believe this would make an excellent resource for students AND teachers. The Teacher Guide is a lesson-by-lesson planner for the classroom. The text has many positives, including videos, interactive maps and graphs, as well as DBQs, Then and Now, case studies and more. It is aesthetically pleasing, easy to understand and provides a number of additional enrichment activities.

Material for Review

Course: United States History (2100310)

Title: HMH Social Studies: American History: Reconstruction to the Present, Florida Edition , Edition: First

Copyright: 2018

Author: Houghton Mifflin Harcourt

Grade Level: 9 - 12

Content

Answer each item below and select the "Save" button to save your responses. You must select the "Save" button before going to another section or leaving this page to save the answers you have provided. If you are unable to complete the section, you may save your answers and come back to complete at a later time. All items must be answered for a section to be considered complete.

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- 5 - VERY GOOD ALIGNMENT
- 4 - GOOD ALIGNMENT
- 3 - FAIR ALIGNMENT
- 2 - POOR ALIGNMENT
- 1 - VERY POOR/NO ALIGNMENT

Upon completion of all Areas of Review, the Recommendation link will become available with a record of how you scored each section of the evaluation.

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- Additional information regarding the Content, Presentation, and Learning requirements are located in the Social Studies K-12 Specifications for the 2016-17 Florida State Adoption of Instructional Materials.

Each set of materials submitted for adoption is evaluated based on each benchmark for that course and the Content, Presentation, and Learning items included in this rubric.

A. Alignment with curriculum 1. A. The content aligns with the state's standards and benchmarks for subject, grade level and learning outcomes.

VERY GOOD ALIGNMENT **GOOD ALIGNMENT** **FAIR ALIGNMENT** **POOR ALIGNMENT** **VERY POOR/NO ALIGNMENT**

Justification:

The SSS are all present and accounted for. My only criticism is on the Florida-based standards. The book satisfies these standards with a simple sentence including the word Florida instead of actually including Florida history in the narrative.

2. A. The content is written to the correct skill level of the standards and benchmarks in the course.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

The textbook is appropriate to high school and to the benchmarks in this course.

3. A. The materials are adaptable and useful for classroom instruction.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

The materials are absolutely adaptable and useful for classroom instruction. There are a number of videos, interactive components, an online reading journal, etc. The Teacher Guide gives a number of suggestions, and the enrichment activities all require reading, research and writing.

B. Level of Treatment 4. B. The materials provide sufficient details for students to understand the significance of topics and events.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

Without a doubt, the materials are sufficient for understanding the topics and events.

5. B. The level (complexity or difficulty) of the treatment of content matches the standards.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

The textbook is appropriate to high school and to the benchmarks in this course.

6. B. The level (complexity or difficulty) of the treatment of content matches the student abilities and grade level.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

The textbook is appropriate to high school and to the benchmarks in this course.

7. B. The level (complexity or difficulty) of the treatment of content matches the time period allowed for teaching.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

It appears that there would be enough time to teach this course in a year. 19 modules with approximately 4-6 lessons per modules should be doable.

C. Expertise for Content Development 8. C. The primary and secondary sources cited in the materials reflect expert information for the subject.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

The primary and secondary sources in this textbook are outstanding.

9. C. The primary and secondary sources contribute to the quality of the content in the materials.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

The primary and secondary sources absolutely contribute to the quality of the material. One of the overall benefits is the built-in DBQs and enrichment activities.

D. Accuracy of Content 10. D. The content is presented accurately. (Material should be devoid of typographical or visual errors).

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

There were only a handful of suggestions I would give: 1. The image of Andrew Johnson does not appear above the quote in the lesson on Reconstruction; there is a box with text instead. Second, Elie Wiesel died in July 2016; his biography needs to be updated.

11. D. The content of the material is presented objectively. (Material should be free of bias and contradictions and is noninflammatory in nature).

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

I did not detect any bias.

12. D. The content of the material is representative of the discipline? (Material should include prevailing theories, concepts, standards, and models used with the subject area).

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

I did not see the specific names of historians addressed or the presentation of theories, but the information is consistent with general scholarship.

13. D. The content of the material is factual accurate. (Materials should be free of mistakes and inconsistencies).

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

I did not see any corrections other than I think the placement of the Holocaust is weird. It should be at the end of the module on WW2, not in the second lesson. It is impossible to discuss it before the war.

E. Currency of Content 14. E. The content is up-to-date according to current research and standards of practice.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

I did not see the specific names of historians addressed or the presentation of theories, but the information is consistent with general scholarship.

15. E. The content is presented to the curriculum, standards, and benchmarks in an appropriate and relevant context.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

The information is presented chronologically and follows the benchmarks in order. My only complaint is the placement of the Holocaust in lesson 2 rather than at the end of WW2. For teaching purposes, no one is going to follow this order.

16. E. The content is presented in an appropriate and relevant context for the intended learners.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

Yes. The material is appropriate for high school learners.

F. Authenticity of Content 17. F. The content includes connections to life in a context that is meaningful to students.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

There are so many "Then and Now" boxes, it makes a real connection for readers. I think these are great.

18. F. The material includes interdisciplinary connections which are intended to make the content meaningful to students.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

I think the content is appropriate and meaningful. The videos and interactive maps/charts are wonderful for engaging students.

G. Multicultural Representation 19. G. The portrayal of gender, ethnicity, age, work situations, cultural, religious, physical, and various social groups are fair and unbiased. (Please explain any unfair or biased portrayals in the comments section).

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

Fair and unbiased.

H. Humanity and Compassion 20. H. The materials portray people and animals with compassion, sympathy, and consideration of their needs and values and exclude hard-core pornography and inhumane treatment. (An exception may be necessary for units covering animal welfare).

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

N/A.

21. In general, is the content of the benchmarks and standards for this course covered in the material.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

Absolutely.

Presentation

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A. Comprehensiveness of Student and Teacher Resources 1. A. The comprehensiveness of the student resources address the targeted learning outcomes without requiring the teacher to prepare additional teaching materials for the course.

VERY GOOD ALIGNMENT **GOOD ALIGNMENT** **FAIR ALIGNMENT** **POOR ALIGNMENT** **VERY POOR/NO ALIGNMENT**

Justification:

Student resources include guided reading questions, interactive maps, videos, a number of enrichment assignments, as well as review questions. All of these supplemental materials address targeted learning outcomes and are more than sufficient for helping the teacher to teach this course.

B. Alignment of Instructional Components 2. B. All components of the major tool align with the curriculum and each other.

VERY GOOD ALIGNMENT **GOOD ALIGNMENT** **FAIR ALIGNMENT** **POOR ALIGNMENT** **VERY POOR/NO ALIGNMENT**

Justification:

The book follows a chronological order, as do the SSS. The book is absolutely aligned to the curriculum.

C. Organization of Instructional Materials 3. C. The materials are consistent and logical organization of the content for the subject area.

VERY GOOD ALIGNMENT **GOOD ALIGNMENT** **FAIR ALIGNMENT** **POOR ALIGNMENT** **VERY POOR/NO ALIGNMENT**

Justification:

The book follows a chronological order, as do the SSS. The book is absolutely aligned to the curriculum. The pattern is logical and consistent and very appropriate to the subject matter.

D. Readability of Instructional Materials 4. D. Narrative and visuals engage students in reading or listening as well as in understanding of the content at a level appropriate to the students' abilities.

VERY GOOD ALIGNMENT **GOOD ALIGNMENT** **FAIR ALIGNMENT** **POOR ALIGNMENT** **VERY POOR/NO ALIGNMENT**

Justification:

The visuals are excellent! The integrated videos, timelines and questions are absolutely engaging. (I found myself watching too many of the videos while reviewing the text!)

E. Pacing of Content 5. E. The amount of content presented at one time or the pace at which it is presented must be of a size or rate that allows students to perceive and understand it.

VERY GOOD ALIGNMENT **GOOD ALIGNMENT** **FAIR ALIGNMENT** **POOR ALIGNMENT** **VERY POOR/NO ALIGNMENT**

Justification:

The content is nicely broken into chunks -- sections within modules. Even the sections are nicely broken up with images, primary sources and videos.

Accessibility 6. The material contains presentation, navigation, study tool and assistive supports that aid students, including those with disabilities, to access and interact with the material. (For assistance refer to the answers on the UDL questionnaire).

VERY GOOD ALIGNMENT **GOOD ALIGNMENT** **FAIR ALIGNMENT** **POOR ALIGNMENT** **VERY POOR/NO ALIGNMENT**

Justification:

The book has an audio component so students can listen to it instead of reading, if necessary. The text also allows for highlighting. I did not see a way to change font size, however, which might aid those with visual impairments.

7. In general, how well does the submission satisfy PRESENTATION requirements? (The comments should support your responses to the questions in the Presentation section).

VERY GOOD ALIGNMENT **GOOD ALIGNMENT** **FAIR ALIGNMENT** **POOR ALIGNMENT** **VERY POOR/NO ALIGNMENT**

Justification:

Overall, the presentation of this book is excellent.

Learning

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A. Motivational Strategies1. A. Instructional materials include features to maintain learner motivation.

VERY GOOD ALIGNMENT **GOOD ALIGNMENT** **FAIR ALIGNMENT** **POOR ALIGNMENT** **VERY POOR/NO ALIGNMENT**

Justification:

The number of images, integrated timelines and maps, as well as videos will easily help keep readers interested and motivated.

B. Teaching a Few "Big Ideas"2. B. Instructional materials thoroughly teach a few important ideas, concepts, or themes.

VERY GOOD ALIGNMENT **GOOD ALIGNMENT** **FAIR ALIGNMENT** **POOR ALIGNMENT** **VERY POOR/NO ALIGNMENT**

Justification:

The information is focused on the standards for the class and offers information in chunks. It focuses on important people, places and events. I did not see much extraneous information. The important concepts are clear and they are emphasized with videos for additional support.

C. Explicit Instruction3. C. The materials contain clear statements of information and outcomes.

VERY GOOD ALIGNMENT **GOOD ALIGNMENT** **FAIR ALIGNMENT** **POOR ALIGNMENT** **VERY POOR/NO ALIGNMENT**

Justification:

I believe the text is clear in its scope, sequence and intended outcomes.

D. Guidance and Support4. D. The materials provide guidance and support to help students safely and successfully become more independent learners and thinkers.

VERY GOOD ALIGNMENT **GOOD ALIGNMENT** **FAIR ALIGNMENT** **POOR ALIGNMENT** **VERY POOR/NO ALIGNMENT**

Justification:

Students will easily be able to use this text and answer the guided questions, review questions and videos independently.

5. D. Guidance and support must be adaptable to developmental differences and various learning styles.

VERY GOOD ALIGNMENT **GOOD ALIGNMENT** **FAIR ALIGNMENT** **POOR ALIGNMENT** **VERY POOR/NO ALIGNMENT**

Justification:

There are plenty of interactive components within this text to help with audio and visual learning styles. There are enrichment activities that ask for more creative learning, as well.

E. Active Participation of Students6. E. The materials engage the physical and mental activity of students during the learning process.

VERY GOOD ALIGNMENT **GOOD ALIGNMENT** **FAIR ALIGNMENT** **POOR ALIGNMENT** **VERY POOR/NO ALIGNMENT**

Justification:

I'm not sure about physical learning but certainly mental!

7. E. Rate how well the materials include organized activities that are logical extensions of content, goals, and objectives.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

The materials are excellent; I think the interactive components of this text are above and beyond a standard textbook. They will motivate and help students achieve the ultimate goal -- passing the EOC.

F. Targeted Instructional Strategies8. F. Instructional materials include the strategies known to be successful for teaching the learning outcomes targeted in the curriculum requirements.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

There are a number of strategies that are included in the teacher manual for teaching this material, including enrichment activities and interactive components.

9. F. The instructional strategies incorporated in the materials are effective in teaching the targeted outcomes.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

Overall, this text includes a number of different instructional strategies and styles to reach all learners and help them achieve the outcome of passing the EOC.

G. Targeted Assessment Strategies10. G. The materials correlate assessment strategies to the desired learning outcomes.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

The material absolutely correlates to the SSS and the ability to pass the EOC.

11. G. the assessment strategies incorporated in the materials are effective in assessing the learners' performance with regard to the targeted outcomes.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

There are a number of integrated reviews in this text that will help assess learners' performance and help them achieve their targeted outcome.

Universal Design for Learning12. This submission incorporates strategies, materials, activities, etc., that consider the needs of all students.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

There are ESE and ESOL strategies included in the teacher materials for helping all students. The interactive components and videos are also helpful for those students.

13. In general, does the submission satisfy LEARNING requirements? (The comments should support your responses to the questions in the Learning section.)

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

This text absolutely satisfies the learning requirements!

Standards

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When looking at standards alignment reviewers should consider not only the robustness of the standard coverage but also the content complexity (depth of knowledge level) if appropriate. More information on content complexity as it relates to Florida standards can be found at: http://www.cpalms.org/Uploads/docs/CPALMS/initiatives/contentcomplexity/CPALMS_ccdefinitions_140711.pdf For example, if the standard is marked as a level 3 (strategic reasoning and complex thinking) then the materials coverage should reflect this. If the materials coverage is only sufficient to allow for recall (level 1) then this should be reflected in the points assigned.

1. **SS.912.A.1.1:** Describe the importance of historiography, which includes how historical knowledge is obtained and transmitted, when interpreting events in history.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

The skill of understanding historiography is in the Skill Handbuilder. It is described and examples are given.

2. **SS.912.A.1.2:** Utilize a variety of primary and secondary sources to identify author, historical significance, audience, and authenticity to understand a historical period.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

This book has an EXCELLENT collection of primary source documents. At the end of every chapter, there are numerous additional documents to use in the classroom. There are also DBQ documents and questions for analysis.

3. **SS.912.A.1.3:** Utilize timelines to identify the time sequence of historical data.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

Every chapter has a timeline, many of which are interactive and show maps moving over time. They are directly related to the information in the unit and are an excellent visual.

4. **SS.912.A.1.4:** Analyze how images, symbols, objects, cartoons, graphs, charts, maps, and artwork may be used to interpret the significance of time periods and events from the past.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

This book is EXCELLENT at including images, maps, videos, etc, and asking direct interpretation questions for students to think critically about them.

5. **SS.912.A.1.5:** Evaluate the validity, reliability, bias, and authenticity of current events and Internet resources.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

The skill of understanding bias is in the Skill Handbuilder. It is described and examples are given; it is combined with understanding historiography.

6. **SS.912.A.1.6:** Use case studies to explore social, political, legal, and economic relationships in history.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

Every chapter highlights a particular issue with an in-depth exploration of it; this includes the use of primary sources, biographies and the consequences.

7. **SS.912.A.1.7:** Describe various socio-cultural aspects of American life including arts, artifacts, literature, education, and publications.

VERY GOOD ALIGNMENT GOOD ALIGNMENT **FAIR ALIGNMENT** POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

I was not impressed by this standard. There are primary sources included that have excerpts from literature, and there are a few examples of art, but the overall socio-cultural aspects of American life are not overwhelming in this text.

8. **SS.912.A.2.1:** Review causes and consequences of the Civil War.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

The first module has a section on the Civil War; this includes the causes, course and consequences of the Civil War. The graphs and images are well done in this chapter and definitely help visually aid the material.

9. **SS.912.A.2.2:** Assess the influence of significant people or groups on Reconstruction.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

Reconstruction is the last section in Module 1. It is very well done; it includes the various plans and competing ideas for Reconstruction,

as well as the impact of Reconstruction on African Americans and poor white southerners.

10. **SS.912.A.2.3:** Describe the issues that divided Republicans during the early Reconstruction era.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

The various plans introduced by Lincoln, Johnson and Congress are all well distinguished and exemplified.

11. **SS.912.A.2.4:** Distinguish the freedoms guaranteed to African Americans and other groups with the 13th, 14th, and 15th Amendments to the Constitution.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

The various Amendments and other Reconstruction laws are all clearly identified and discussed.

12. **SS.912.A.2.5:** Assess how Jim Crow Laws influenced life for African Americans and other racial/ethnic minority groups.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

Jim Crow laws and their impact on African Americans are clearly discussed, as are examples and images.

13. **SS.912.A.2.6:** Compare the effects of the Black Codes and the Nadir on freed people, and analyze the sharecropping system and debt peonage as practiced in the United States.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

Black codes, sharecropping and debt peonage are all distinguished and examined in this text.

14. **SS.912.A.2.7:** Review the Native American experience.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

Module 2 has an extensive review of Native American experiences, culture, and history. It analyzes not only the overall picture in America before the arrival of Europeans but also many individual tribes. There are videos, documents, images and "what if" scenarios.

15. **SS.912.A.3.1:** Analyze the economic challenges to American farmers and farmers' responses to these challenges in the mid to late 1800s.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

Module 2 explains the problems as farmers as well as the early Populist movement. It explores with political cartoons and primary sources the sources of farmers' problems and describes the responses to these challenges. Module 3 continues the theme of responses, including the Grange and responses to the railroad companies.

16. **SS.912.A.3.10:** Review different economic and philosophic ideologies.

VERY GOOD ALIGNMENT GOOD ALIGNMENT **FAIR ALIGNMENT** POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

Module 3 is on industrialization and, ideally, this is where a comparison should take place. The ideas of capitalism are described through the actions of the time period but I never got the sense of the word "capitalism" being used, whereas communism/socialism are described. There's no real sense of direct comparison, though.

17. **SS.912.A.3.11:** Analyze the impact of political machines in United States cities in the late 19th and early 20th centuries.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

Political machines as exemplified through Boss Tweed are examined. The impact on society, as well as the reforms that emerged as a result are examined.

18. **SS.912.A.3.12:** Compare how different nongovernmental organizations and progressives worked to shape public policy, restore economic opportunities, and correct injustices in American life.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

Module 4 examines the role of the Social Gospel movement as well as settlement houses as providing progressive social change.

19. **SS.912.A.3.13:** Examine key events and peoples in Florida history as they relate to United States history.

VERY GOOD ALIGNMENT GOOD ALIGNMENT **FAIR ALIGNMENT** POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

I find the mentions of Florida history to be forced rather than naturally integrated in the text. If using A.3.13 chronologically and corresponding to the industrialization and urbanization movements, there is nothing specific. Earlier mentions were related to the purchase of Florida itself through the Adams-Onis Treaty.

20. **SS.912.A.3.2:** Examine the social, political, and economic causes, course, and consequences of the second Industrial Revolution that

began in the late 19th century.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

The causes, course and consequences of the Industrial Revolution are well explained in Module 3. There are various reasons, including political, economic and social that are examined. Individuals are examined, as well as by industry.

21. **SS.912.A.3.3:** Compare the first and second Industrial Revolutions in the United States.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

Module 3 focuses on the Second Industrial Revolution in the United States, but early industry in America is covered in Module 1.

22. **SS.912.A.3.4:** Determine how the development of steel, oil, transportation, communication, and business practices affected the United States economy.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

Module 3 is about industrialization and does an excellent job explaining the key industries in America. It examines the role of these industries on economic growth, as well as on labor.

23. **SS.912.A.3.5:** Identify significant inventors of the Industrial Revolution including African Americans and women.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

Significant inventors and their inventions are including in Module 3. I feel as though the references to Lewis Latimer and Margaret Knight are tokens only to satisfy the needs of this particular standard. They are passing mentions in the section.

24. **SS.912.A.3.6:** Analyze changes that occurred as the United States shifted from agrarian to an industrial society.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

The shift from agrarian to industrialized is very well done. The changes, including prices, coinage, and jobs, is are explained very well.

25. **SS.912.A.3.7:** Compare the experience of European immigrants in the east to that of Asian immigrants in the west (the Chinese Exclusion Act, Gentlemen's Agreement with Japan).

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

The experiences of both immigrants through Ellis Island and through Angel Island are explained. Both the Chinese Exclusion Act and the Gentlemen's Agreement are specifically explained.

26. **SS.912.A.3.8:** Examine the importance of social change and reform in the late 19th and early 20th centuries (class system, migration from farms to cities, Social Gospel movement, role of settlement houses and churches in providing services to the poor).

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

All of the elements listed in this standard are in Module 4. It includes primary sources, excellent photographs, maps and biographies of various social reforms (Addams & Riis).

27. **SS.912.A.3.9:** Examine causes, course, and consequences of the labor movement in the late 19th and early 20th centuries.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

Module 3 takes an in-depth look at the origins of labor movements in America and does an excellent job of comparing craft unions and industrial unions. Their role in society, challenges and triumphs are all supported.

28. **SS.912.A.4.1:** Analyze the major factors that drove United States imperialism.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

The major factors driving American imperialism are present -- global competition, military strength, new markets, Social Darwinism.

29. **SS.912.A.4.10:** Examine the provisions of the Treaty of Versailles and the failure of the United States to support the League of Nations.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

All of Module 7, Lesson 4 is about the Treaty of Versailles and Wilson's fight for the League of Nations.

30. **SS.912.A.4.11:** Examine key events and peoples in Florida history as they relate to United States history.

VERY GOOD ALIGNMENT GOOD ALIGNMENT **FAIR ALIGNMENT** POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

Again, I do not see a natural inclusion of Florida history. The section on the Rough Riders is a perfect example of the role of Florida and yet it is not included!! Nor is anything about the legacy of Marti's followers in Ybor City, etc.

31. **SS.912.A.4.2:** Explain the motives of the United States acquisition of the territories.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

The acquisition of Alaska, Hawaii, Puerto Rico and Guam are all explained.

32. **SS.912.A.4.3:** Examine causes, course, and consequences of the Spanish American War.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

The causes, course and consequences of the Spanish American War are all examined. (The Florida connection to the Rough Riders is missing, though.)

33. **SS.912.A.4.4:** Analyze the economic, military, and security motivations of the United States to complete the Panama Canal as well as major obstacles involved in its construction.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

Teddy Roosevelt, US policy in Central and South America, and the Panama Canal are all examined in Module 6.

34. **SS.912.A.4.5:** Examine causes, course, and consequences of United States involvement in World War I.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

The Zimmerman Telegram and the Lusitania are explained as causes of US involvement; the course of war is described, and the consequences culminating in Paris are all examined.

35. **SS.912.A.4.6:** Examine how the United States government prepared the nation for war with war measures (Selective Service Act, War Industries Board, war bonds, Espionage Act, Sedition Act, Committee of Public Information).

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

The home front is explored in relation to various government policies, including all those listed -- Selective Service, WIB, Espionage Act, Sedition and CIP.

36. **SS.912.A.4.7:** Examine the impact of airplanes, battleships, new weaponry and chemical warfare in creating new war strategies (trench warfare, convoys).

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

All of the new technologies used in WW1 are explained and examined.

37. **SS.912.A.4.8:** Compare the experiences Americans (African Americans, Hispanics, Asians, women, conscientious objectors) had while serving in Europe.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

Module 3 has the experiences of "social change" including African Americans and the Great Migration, women, immigrants and conscientious objectors.

38. **SS.912.A.4.9:** Compare how the war impacted German Americans, Asian Americans, African Americans, Hispanic Americans, Jewish Americans, Native Americans, women and dissenters in the United States.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

All groups are represented under the heading "Military Diversity" in Module 7.

39. **SS.912.A.5.1:** Discuss the economic outcomes of demobilization.

VERY GOOD ALIGNMENT GOOD ALIGNMENT **FAIR ALIGNMENT** POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

There is one sentence about demobilization and the impact on soldiers -- unemployment. That's it.

40. **SS.912.A.5.10:** Analyze support for and resistance to civil rights for women, African Americans, Native Americans, and other minorities.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

Module 8 introduces the civil rights movement for women, African Americans and Natives as a result of WWI.

41. **SS.912.A.5.11:** Examine causes, course, and consequences of the Great Depression and the New Deal.

VERY GOOD ALIGNMENT **GOOD ALIGNMENT** **FAIR ALIGNMENT** **POOR ALIGNMENT** **VERY POOR/NO ALIGNMENT**

Justification:

Both Module 8 & 9 address the causes of the Great Depression. There is an in-depth look at the business practices that led to the economic issues in America. Module 9 also includes the course and consequences of the Great Depression. Module 10 discusses the New Deal and all of its programs, key people, and issues.

42. **SS.912.A.5.12:** Examine key events and people in Florida history as they relate to United States history.

VERY GOOD ALIGNMENT **GOOD ALIGNMENT** **FAIR ALIGNMENT** **POOR ALIGNMENT** **VERY POOR/NO ALIGNMENT**

Justification:

As I've stated before, the use of Florida history is an afterthought in this text and does not appear to be natural. It is included only to satisfy this standard. In Module 8 on the Roaring Twenties, the Florida example is Zora Neale Hurston.

43. **SS.912.A.5.2:** Explain the causes of the public reaction (Sacco and Vanzetti, labor, racial unrest) associated with the Red Scare.

VERY GOOD ALIGNMENT **GOOD ALIGNMENT** **FAIR ALIGNMENT** **POOR ALIGNMENT** **VERY POOR/NO ALIGNMENT**

Justification:

The book does a nice job of explaining the Red Scare in the 1920s as a result of the Russian Revolution and describing its impact on society, including Sacco & Vanzetti and labor.

44. **SS.912.A.5.3:** Examine the impact of United States foreign economic policy during the 1920s.

VERY GOOD ALIGNMENT **GOOD ALIGNMENT** **FAIR ALIGNMENT** **POOR ALIGNMENT** **VERY POOR/NO ALIGNMENT**

Justification:

Module 8 does an excellent job of examining the economic policies of the 1920s and the impact of those policies.

45. **SS.912.A.5.4:** Evaluate how the economic boom during the Roaring Twenties changed consumers, businesses, manufacturing, and marketing practices.

VERY GOOD ALIGNMENT **GOOD ALIGNMENT** **FAIR ALIGNMENT** **POOR ALIGNMENT** **VERY POOR/NO ALIGNMENT**

Justification:

Module 8 does an excellent job of examining the economic policies of the 1920s and the impact of those policies, including the factors leading to the Great Depression.

46. **SS.912.A.5.5:** Describe efforts by the United States and other world powers to avoid future wars.

VERY GOOD ALIGNMENT **GOOD ALIGNMENT** **FAIR ALIGNMENT** **POOR ALIGNMENT** **VERY POOR/NO ALIGNMENT**

Justification:

The book examines the Kellogg-Briand Act and the legislation introduced as means of isolationist policies.

47. **SS.912.A.5.6:** Analyze the influence that Hollywood, the Harlem Renaissance, the Fundamentalist movement, and prohibition had in changing American society in the 1920s.

VERY GOOD ALIGNMENT **GOOD ALIGNMENT** **FAIR ALIGNMENT** **POOR ALIGNMENT** **VERY POOR/NO ALIGNMENT**

Justification:

All of the cultural and social issues listed are included in Module 8.

48. **SS.912.A.5.7:** Examine the freedom movements that advocated civil rights for African Americans, Latinos, Asians, and women.

VERY GOOD ALIGNMENT **GOOD ALIGNMENT** **FAIR ALIGNMENT** **POOR ALIGNMENT** **VERY POOR/NO ALIGNMENT**

Justification:

Module 8 introduces the topics of civil rights and the impact of WWI on these movements for African Americans, women, and other minority groups. This theme is better carried out in Module 11 in its examination of WW2 and the opportunities/limitations that presented themselves for minorities during the war.

49. **SS.912.A.5.8:** Compare the views of Booker T. Washington, W.E.B. DuBois, and Marcus Garvey relating to the African American experience.

VERY GOOD ALIGNMENT **GOOD ALIGNMENT** **FAIR ALIGNMENT** **POOR ALIGNMENT** **VERY POOR/NO ALIGNMENT**

Justification:

The book compares the views of Booker T. Washington and W.E.B. DuBois in the 1920s and the role of African Americans after WWI.

50. **SS.912.A.5.9:** Explain why support for the Ku Klux Klan varied in the 1920s with respect to issues such as anti-immigration, anti-African American, anti-Catholic, anti-Jewish, anti-women, and anti-union ideas.

VERY GOOD ALIGNMENT **GOOD ALIGNMENT** **FAIR ALIGNMENT** **POOR ALIGNMENT** **VERY POOR/NO ALIGNMENT**

Justification:

The book examines the renewal of the KKK in the 1920s.

51. **SS.912.A.6.1:** Examine causes, course, and consequences of World War II on the United States and the world.

VERY GOOD ALIGNMENT **GOOD ALIGNMENT** **FAIR ALIGNMENT** **POOR ALIGNMENT** **VERY POOR/NO ALIGNMENT**

Justification:

Module 11 is about WW2. It has one section on the worldwide issues that caused WW2 and examines totalitarianism through Europe

and Asia. There is a section on Pearl Harbor and America's joining the war, as well as our actions during neutrality. The course of the war is fairly weak. The European theater is in one section and the Pacific theater is another section. The highlights are there.

52. **SS.912.A.6.10:** Examine causes, course, and consequences of the early years of the Cold War (Truman Doctrine, Marshall Plan, NATO, Warsaw Pact).

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

Module 12 focuses on the Cold War. It does an excellent job analyzing the causes, course and consequences of the early years, focusing on Truman and the policies of his administration.

53. **SS.912.A.6.11:** Examine the controversy surrounding the proliferation of nuclear technology in the United States and the world.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

Module 12 examines the proliferation of nuclear technology and the rising tensions between the US and USSR. It examines the escalation of nukes and the policies of the US in relation to the tensions.

54. **SS.912.A.6.12:** Examine causes, course, and consequences of the Korean War.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

There is a lesson with module 12 that examines the Korean War, including the causes, course and consequences.

55. **SS.912.A.6.13:** Analyze significant foreign policy events during the Truman, Eisenhower, Kennedy, Johnson, and Nixon administrations.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

The foreign policies of Truman, Eisenhower, Kennedy, Johnson and Nixon are all analyzed in module 12.

56. **SS.912.A.6.14:** Analyze causes, course, and consequences of the Vietnam War.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

All of Module 16 is about Vietnam. It includes the causes, course and consequences of the war.

57. **SS.912.A.6.15:** Examine key events and peoples in Florida history as they relate to United States history.

VERY GOOD ALIGNMENT GOOD ALIGNMENT **FAIR ALIGNMENT** POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

Florida is mentioned as being close to Cuba, as having a military base during WW2 and as housing exiles after the Cuban Revolution. There is no real substance to these events in Florida history.

58. **SS.912.A.6.2:** Describe the United States response in the early years of World War II (Neutrality Acts, Cash and Carry, Lend Lease Act).

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

The time period of Neutrality is much better examined than the war itself. All of the required components and programs are examined.

59. **SS.912.A.6.3:** Analyze the impact of the Holocaust during World War II on Jews as well as other groups.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

This is the strangest placement of the Holocaust I have ever seen. It is in Lesson 2 of the Module. Weird. Generally speaking, the Holocaust is at the end because that is when the horrors are truly discovered by the Allies. As a teacher, I cannot imagine teaching the Holocaust without first teaching the war!!!!

60. **SS.912.A.6.4:** Examine efforts to expand or contract rights for various populations during World War II.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

This is very well done. The rights and opportunities versus discriminations and limitations is very well addressed. The civil rights movements for equal pay for minorities is examined in Module 11.

61. **SS.912.A.6.5:** Explain the impact of World War II on domestic government policy.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

The policies of FDR and WW2 on society are well examined in Module 11.

62. **SS.912.A.6.6:** Analyze the use of atomic weapons during World War II and the aftermath of the bombings.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

The Manhattan Project and the decision of Truman to drop the bomb are examined in Module 11. The aftermath of the bombing is examined, and the proliferation of nuclear technology continues during the module on the Cold War.

63. **SS.912.A.6.7:** Describe the attempts to promote international justice through the Nuremberg Trials.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

Both the Nuremberg Trials as well as the trials in Japan are discussed in module 11.

64. **SS.912.A.6.8:** Analyze the effects of the Red Scare on domestic United States policy.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

McCarthyism is examined in the module on the Cold War and the domestic policies are analyzed.

65. **SS.912.A.6.9:** Describe the rationale for the formation of the United Nations, including the contribution of Mary McLeod Bethune.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

The United Nations is described in Module 11 and the role of Mary McLeod is included.

66. **SS.912.A.7.1:** Identify causes for Post-World War II prosperity and its effects on American society.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

The economic prosperity of Americans is discussed in Module 13 on postwar American society.

67. **SS.912.A.7.10:** Analyze the significance of Vietnam and Watergate on the government and people of the United States.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

All of Module 16 is on Vietnam and although the legacy is rather short, it does include the major impact on society. Watergate is covered in module 17 and also includes the significance of Nixon's actions.

68. **SS.912.A.7.11:** Analyze the foreign policy of the United States as it relates to Africa, Asia, the Caribbean, Latin America, and the Middle East.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

Foreign policy is examined in various modules as related to different presidents. Africa and Asia are together, as are the Caribbean, Latin America and Middle East.

69. **SS.912.A.7.12:** Analyze political, economic, and social concerns that emerged at the end of the 20th century and into the 21st century.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

The final two modules are about the concerns of the 20th and 21st centuries.

70. **SS.912.A.7.13:** Analyze the attempts to extend New Deal legislation through the Great Society and the successes and failures of these programs to promote social and economic stability.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

The New Deal is part of the module on the Great Depression and is well covered; the New Frontier and Great Society are examined in module 14.

71. **SS.912.A.7.14:** Review the role of the United States as a participant in the global economy (trade agreements, international competition, impact on American labor, environmental concerns).

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

The final two modules are about the concerns of the 20th and 21st centuries.

72. **SS.912.A.7.15:** Analyze the effects of foreign and domestic terrorism on the American people.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

Module 18 examines both domestic terrorism under Clinton as well as terrorism under Bush (9/11) and the wars waged after.

73. **SS.912.A.7.16:** Examine changes in immigration policy and attitudes toward immigration since 1950.

VERY GOOD ALIGNMENT **GOOD ALIGNMENT** FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

Immigration is dealt with as one lesson that combines 1970-present in module 18.

74. **SS.912.A.7.17:** Examine key events and key people in Florida history as they relate to United States history.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

The last few chapters do a better job of integrating Florida history, including the Mariel boat lift and the 2000 election.

75. **SS.912.A.7.2:** Compare the relative prosperity between different ethnic groups and social classes in the post-World War II period.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

The book does a nice job of bringing social issues to the forefront. There are several modules that include social justice, equal rights and the various civil rights movements.

76. **SS.912.A.7.3:** Examine the changing status of women in the United States from post-World War II to present.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

Women are included in many different modules from post-WW2 with the fight for equality and the change seen over time.

77. **SS.912.A.7.4:** Evaluate the success of 1960s era presidents' foreign and domestic policies.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

The presidencies of JFK, LBJ and Nixon are examined quite thoroughly in various modules -- including their foreign and domestic policies, wars, Great Society, and Watergate.

78. **SS.912.A.7.5:** Compare nonviolent and violent approaches utilized by groups (African Americans, women, Native Americans, Hispanics) to achieve civil rights.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

The book does a nice job of bringing social issues to the forefront. There are several modules that include social justice, equal rights and the various civil rights movements.

79. **SS.912.A.7.6:** Assess key figures and organizations in shaping the Civil Rights Movement and Black Power Movement.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

The book does a nice job of bringing social issues to the forefront. There are several modules that include social justice, equal rights and the various civil rights movements.

80. **SS.912.A.7.7:** Assess the building of coalitions between African Americans, whites, and other groups in achieving integration and equal rights.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

The book does a nice job of bringing social issues to the forefront. There are several modules that include social justice, equal rights and the various civil rights movements.

81. **SS.912.A.7.8:** Analyze significant Supreme Court decisions relating to integration, busing, affirmative action, the rights of the accused, and reproductive rights.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

The Warren Court is specifically and explicitly discussed in relation to Johnson's Great Society. Various liberal changes, including those listed above, are included in the text.

82. **SS.912.A.7.9:** Examine the similarities of social movements (Native Americans, Hispanics, women, anti-war protesters) of the 1960s and 1970s.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

The book does a nice job of bringing social issues to the forefront. There are several modules that include social justice, equal rights and the various civil rights movements.

83. **SS.912.G.1.2:** Use spatial perspective and appropriate geographic terms and tools, including the Six Essential Elements, as organizational schema to describe any given place.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

This is included in the Geography and Map Skill Handbook; it explains geographic terms, how to read maps, etc.

84. **SS.912.G.1.3:** Employ applicable units of measurement and scale to solve simple locational problems using maps and globes.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

This is included in the Geography and Map Skill Handbook; it explains geographic terms, how to read maps, etc.

85. **SS.912.G.2.1:** Identify the physical characteristics and the human characteristics that define and differentiate regions.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

This is included in the Geography and Map Skill Handbook; it explains geographic terms, how to read maps, etc. Additionally, the module on immigration and urbanization has specific examples of physical and human characteristics of regions that attracted immigrants.

86. **SS.912.G.4.2:** Use geographic terms and tools to analyze the push/pull factors contributing to human migration within and among places.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

This is included in the Geography and Map Skill Handbook; it explains geographic terms, how to read maps, etc. In addition, there are interactive maps throughout the chapters. The push/pull factors are specifically used when discussing immigration.

87. **SS.912.G.4.3:** Use geographic terms and tools to analyze the effects of migration both on the place of origin and destination, including border areas.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

This is included in the Geography and Map Skill Handbook; it explains geographic terms, how to read maps, etc. This is also specifically included in the text when describing migration -- Manifest Destiny, immigration, and the Great Migration, for example.

88. **SS.912.H.1.1:** Relate works in the arts (architecture, dance, music, theatre, and visual arts) of varying styles and genre according to the periods in which they were created.

VERY GOOD ALIGNMENT GOOD ALIGNMENT **FAIR ALIGNMENT** POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

As stated above, I think the cultural aspects of American society are noticeably lacking in this text. There are plenty of examples of literature, and there are obviously photographs and art as visual references in the text (mainly as primary sources), but there is very little on the cultural history of America. Other than the Harlem Renaissance, I do not recall seeing music or theater at all in the book. The architecture and visual arts are limited, as well.

89. **SS.912.H.1.3:** Relate works in the arts to various cultures.

VERY GOOD ALIGNMENT GOOD ALIGNMENT **FAIR ALIGNMENT** POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

The Harlem Renaissance is the only true example that stands out. There is one painting by Diego Rivera in the book, as well, but that is in as a primary source for a DBQ.

90. **SS.912.H.1.5:** Examine artistic response to social issues and new ideas in various cultures.

VERY GOOD ALIGNMENT GOOD ALIGNMENT **FAIR ALIGNMENT** POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

This would best be examined in the New Deal WPA program.

91. **SS.912.H.3.1:** Analyze the effects of transportation, trade, communication, science, and technology on the preservation and diffusion of culture.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

Transportation, trade, communication, science and technology are all well developed themes in this textbook. New technologies are presented whenever present and have entire lessons in the appropriate places -- industrialization and post-world wars, for example.

92. **ELD.K12.ELL.SI.1:** English language learners communicate for social and instructional purposes within the school setting.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

The Teacher Guide has a planning guide with various ideas and instruction for ELL students.

93. **ELD.K12.ELL.SS.1:** English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

The Teacher Guide has a planning guide with various ideas and instruction for ELL students.

94. **HE.912.C.2.4:** Evaluate how public health policies and government regulations can influence health promotion and disease prevention.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

There are a number of examples of public health policies and government regulations within this textbook -- progressive era reforms, food regulations, public health (AIDS), etc.

95. **LAFS.1112.RH.1.1:** Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

The primary sources, DBQs and visual sources are excellent in this book. There are a number of questions that are asked for each of the sources and the teacher guide helps teachers with discussions for these sources.

96. **LAFS.1112.RH.1.2:** Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

There are a number of primary and secondary sources and individual questions that go with each of the sources. These questions include main idea and detail questions. The Teacher Guide provides assistance to teachers to highlight information.

97. **LAFS.1112.RH.1.3:** Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

There are a number of primary and secondary sources and individual questions that go with each of the sources. These questions include cause and effect.

98. **LAFS.1112.RH.2.4:** Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10).

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

There are a number of primary and secondary sources and individual questions that go with each of the sources. These questions include analysis of the text.

99. **LAFS.1112.RH.2.5:** Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

There are a number of primary and secondary sources and individual questions that go with each of the sources. These questions include analysis of the text.

100. **LAFS.1112.RH.2.6:** Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

There are a number of primary and secondary sources and individual questions that go with each of the sources. These include varying viewpoints on the same subject; an example is Andrew Johnson versus Congress on Reconstruction.

101. **LAFS.1112.RH.3.7:** Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

There are a number of primary and secondary sources and individual questions that go with each of the sources. There are DBQs at the end of every module to help integrate various sources.

102. **LAFS.1112.RH.3.8:** Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

There are a number of primary and secondary sources and individual questions that go with each of the sources. These questions include author's purpose, bias, etc.

103. **LAFS.1112.RH.3.9:** Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

VERY GOOD ALIGNMENT **GOOD ALIGNMENT** **FAIR ALIGNMENT** **POOR ALIGNMENT** **VERY POOR/NO ALIGNMENT**

Justification:

There are a number of primary and secondary sources and individual questions that go with each of the sources. There are DBQs at the end of every module to help integrate various sources.

104. **LAFS.1112.RH.4.10:** By the end of grade 12, read and comprehend history/social studies texts in the grades 11–CCR text complexity band independently and proficiently.

VERY GOOD ALIGNMENT **GOOD ALIGNMENT** **FAIR ALIGNMENT** **POOR ALIGNMENT** **VERY POOR/NO ALIGNMENT**

Justification:

By the end of the 12th grade this text should be able to be read independently by students.

105. **LAFS.1112.SL.1.1:** Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

- a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
- b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
- c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
- d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

VERY GOOD ALIGNMENT **GOOD ALIGNMENT** **FAIR ALIGNMENT** **POOR ALIGNMENT** **VERY POOR/NO ALIGNMENT**

Justification:

There are many sources, videos, interactive maps, etc, that should allow students to read the information independently and come to class prepared to discuss.

106. **LAFS.1112.SL.1.2:** Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

VERY GOOD ALIGNMENT **GOOD ALIGNMENT** **FAIR ALIGNMENT** **POOR ALIGNMENT** **VERY POOR/NO ALIGNMENT**

Justification:

There are a number of videos and interactive maps/graphs/charts in this textbook.

107. **LAFS.1112.SL.1.3:** Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

VERY GOOD ALIGNMENT **GOOD ALIGNMENT** **FAIR ALIGNMENT** **POOR ALIGNMENT** **VERY POOR/NO ALIGNMENT**

Justification:

There are a number of primary and secondary sources and individual questions that go with each of the sources. These include identifying POV and using the information to make an argument.

108. **LAFS.1112.SL.2.4:** Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

VERY GOOD ALIGNMENT **GOOD ALIGNMENT** **FAIR ALIGNMENT** **POOR ALIGNMENT** **VERY POOR/NO ALIGNMENT**

Justification:

There are a number of primary and secondary sources and individual questions that go with each of the sources. There are also many enrichment activities and almost all of them include a writing component.

109. **LAFS.1112.WHST.1.1:** Write arguments focused on discipline-specific content.

- a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.
- b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.
- c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
- d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- e. Provide a concluding statement or section that follows from or supports the argument presented.

VERY GOOD ALIGNMENT **GOOD ALIGNMENT** **FAIR ALIGNMENT** **POOR ALIGNMENT** **VERY POOR/NO ALIGNMENT**

Justification:

There are a number of primary and secondary sources and individual questions that go with each of the sources. There are also many enrichment activities and almost all of them include a writing component.

110. **LAFS.1112.WHST.1.2:** Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

- a. Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
- b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
- c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- d. Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.
- e. Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).

VERY GOOD ALIGNMENT **GOOD ALIGNMENT** **FAIR ALIGNMENT** **POOR ALIGNMENT** **VERY POOR/NO ALIGNMENT**

Justification:

There are a number of primary and secondary sources and individual questions that go with each of the sources. There are also many enrichment activities and almost all of them include a writing component.

111. **LAFS.1112.WHST.2.4:** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

VERY GOOD ALIGNMENT **GOOD ALIGNMENT** **FAIR ALIGNMENT** **POOR ALIGNMENT** **VERY POOR/NO ALIGNMENT**

Justification:

There are a number of primary and secondary sources and individual questions that go with each of the sources. There are also many enrichment activities and almost all of them include a writing component.

112. **LAFS.1112.WHST.2.5:** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

VERY GOOD ALIGNMENT **GOOD ALIGNMENT** **FAIR ALIGNMENT** **POOR ALIGNMENT** **VERY POOR/NO ALIGNMENT**

Justification:

There are a number of primary and secondary sources and individual questions that go with each of the sources. There are also many enrichment activities and almost all of them include a writing component.

113. **LAFS.1112.WHST.2.6:** Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

VERY GOOD ALIGNMENT **GOOD ALIGNMENT** **FAIR ALIGNMENT** **POOR ALIGNMENT** **VERY POOR/NO ALIGNMENT**

Justification:

There is an excellent web site that accompanies this textbook; there are interactive components, such as videos, maps, charts and graphs. There are enrichment assignments that include research and writing using the Internet.

114. **LAFS.1112.WHST.3.7:** Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

VERY GOOD ALIGNMENT **GOOD ALIGNMENT** **FAIR ALIGNMENT** **POOR ALIGNMENT** **VERY POOR/NO ALIGNMENT**

Justification:

There is an excellent web site that accompanies this textbook; there are interactive components, such as videos, maps, charts and graphs. There are enrichment assignments that include research and writing using the Internet.

115. **LAFS.1112.WHST.3.8:** Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

VERY GOOD ALIGNMENT **GOOD ALIGNMENT** **FAIR ALIGNMENT** **POOR ALIGNMENT** **VERY POOR/NO ALIGNMENT**

Justification:

There is an excellent web site that accompanies this textbook; there are interactive components, such as videos, maps, charts and graphs. There are enrichment assignments that include research and writing using the Internet.

116. **LAFS.1112.WHST.3.9:** Draw evidence from informational texts to support analysis, reflection, and research.

VERY GOOD ALIGNMENT **GOOD ALIGNMENT** **FAIR ALIGNMENT** **POOR ALIGNMENT** **VERY POOR/NO ALIGNMENT**

Justification:

There is a DBQ at the end of each module and an enrichment assignment at the end of every lesson. These are aimed at requiring research and analysis.

117. **LAFS.1112.WHST.4.10:** Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

There are writing questions in every lesson in this text.

118. **MAFS.K12.MP.1.1:** Make sense of problems and persevere in solving them.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

First, there is a skill handbook that specifically addresses problem solving, and second, there are a number of enrichment assignments at the end of the lesson that require problem solving answers to specific historical questions.

119. **MAFS.K12.MP.3.1:** Construct viable arguments and critique the reasoning of others.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

There are DBQs and enrichment assignments throughout each lesson that require an argument to be constructed using various sources.

120. **MAFS.K12.MP.5.1:** Use appropriate tools strategically.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

121. **MAFS.K12.MP.6.1:** Attend to precision.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

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