



INSTRUCTIONAL MATERIALS ADMINISTRATOR

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Recommendation

Yes

Comments: I absolutely believe this book should be adopted for state use. The content overwhelmingly meets the NGSSS objectives. It contains an overwhelming number of primary and secondary sources. The photographs, charts, graphs, etc, are both visually pleasing and appropriate to the content. There are questions under the images; there are questions at the end of the chapters (topics); there are questions with videos. All of those are meant to create discussion in the classroom and engage students. In addition, there are case studies that allow for DBQs, projects and further research. The teacher edition has ELL/ESOL and DI strategies, in addition to classroom activities. The only criticism I have is the amount of time allotted to the implementation of this curriculum. The pacing chart is highly unrealistic. Otherwise, this is an excellent resource and I would highly recommend it.

Material for Review

Course: United States History (2100310)

Title: Pearson Florida United States History , Edition: 1

Copyright: 2018

Author: Lapsansky-Werner et al.

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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To answer each item, select the appropriate rating from the following scale:

- 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:

Absolutely. This textbook overwhelmingly meets the NGSSS. In addition, it provides clear objectives for each lesson's unit and appropriate learning outcomes for each.

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 language is clear and grade-level appropriate. It defines history words that are difficult or specific to a unit.

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 useful and adaptable. There are numerous primary sources, charts, graphs, videos and other images that come with discussion questions. In addition, there are assessment questions that can be used for writing exercises or the basis of discussions. The teacher's edition includes classroom activities. Each chapter (topic) begins with a case study. The classroom activities are numerous.

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:

Each chapter (topic) is thoroughly examined in relation to both the topic itself and the NGSSS. There is enough information to support students' understanding of the 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 complexity is appropriate to the materials, grade level and standards. There is differentiated instruction and ELL/ESOL strategies in the teacher's edition to help offset lower level students.

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 complexity is appropriate to the materials, grade level and standards. There is differentiated instruction and ELL/ESOL strategies in the teacher's edition to help offset lower level students.

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:

I think the teacher's edition pacing chart is wrong. They do NOT provide enough time for all of the activities and their assumption that a class period is 80 minutes is wrong. Some teachers have more some have less. They estimate 6-10 days for the Topic 2, Industry. If all of the activities were completed, the images analyzed, the primary sources, etc, it would take much longer than 10 days. And, unfortunately, teachers do NOT have that much time to spend on one unit. =(

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 selection of primary and secondary sources is excellent. They have a variety of sources in text and visual for each. The text are not only famous documents (Emancipation Proclamation) but also ever less famous (Silent Spring) to students.

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 sources align the concept of critical thinking and analysis. The use of DBQs is so important in a history class setting, and the sources used in this text are excellent.

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:

I did not see any glaring mistakes, typos etc. WITH THE EXCEPTION OF: On page 99, I believe there is the wrong image. That image is used again for the West, which is appropriate. I believe you're supposed to have a picture of Andrew Carnegie or steel on this page.

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 bias in the reading.

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:

The book offered a number of different representations of history.

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 mistakes or inaccuracies in the material.

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'm impressed by how current the book is!

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 textbook does an excellent job of meeting NGSSS benchmarks and providing the required information to pass the EOC.

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:

The content is appropriate to the materials, grade level and standards. There is differentiated instruction and ELL/ESOL strategies in the teacher's edition to help offset lower level students.

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:

I think the book is meant to connect students to the material and tries to do it through images, primary sources, charts, etc. I think with the proper discussions in class, the content should be meaningful to students.

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:

The book includes a wide range of history include social, political, and economic. There are a number of references to literary movements, artists, musicians, etc. This should help make connections to other disciplines for 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:

I did not detect any bias.

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:

I did not detect any abuse in this text.

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:

This textbook overwhelmingly meets the NGSSS.

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:

This book includes all of the NGSSS needed for students to succeed on the EOC in US History. With teacher instruction, this textbook will prepare them well and provide the information required to learn the material.

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 textbook does an excellent job of using the standards and aligning them to the curriculum. They have included every major subject area and include a number of sources, both primary and secondary, to aid in the alignment.

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 text is set up chronologically, which is logical to the teaching of the subject matter. The organization follows the NGSSS, as well.

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 in the book are excellent. There is a wide variety of visuals and they are aesthetically pleasing and well placed. The number of visuals will help engage students with the information.

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:

Each topic is subdivided into lessons or sections. Each section is only 5-10 pages. It is not overwhelming.

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:

I had to use the UDL to answer this question. Based on the publisher's response, it seems that there is a text-to-speech option, as well as text-to-American Sign language option. I did not see either of those in the flipbook sample. I did see highlighting and text magnification.

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:

The presentation of the material is excellent. The book is aesthetically pleasing with short sections and a number of photographs, graphs, charts and maps. The color scheme is nice. The font is the right size. The sections are easily identifiable. The questions at the end of the section are easily visible.

Learning

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A. Motivational Strategies 1. A. Instructional materials include features to maintain learner motivation.

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

Justification:

There are ample opportunities to discussion, debate, research, and learning with this text. The teacher edition has "My Story Video" links that will allow teachers to project short videos to the class. Each video includes questions for the teacher to generate discussion amongst students. Each chapter (topic) begins with a case study. These, too, are meant to engage students with the material. The teacher edition allows contains "active classroom" activities meant to engage students.

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:

All of the NGSSS are in this book. It includes both the main concepts in this standards, as well as the details to support those ideas.

C. Explicit Instruction 3. C. The materials contain clear statements of information and outcomes.

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

Justification:

The NGSSS are stated throughout the textbook. There is a direct link between the standards and the objectives in each chapter (topic). The teacher edition provides the standards and the outcomes.

D. Guidance and Support 4. 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:

The textbook includes many primary sources, images, charts, graphs, case studies and other critical-thinking inducing materials. This is an excellent basis from which students will learn U.S. History.

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:

The teacher edition includes Differentiated Instruction lessons. For various learning styles, the teacher would have to implement the various activities in this book, but there appear to be reading, watching and researching assignments that would appeal to visual, audio, and tactile learners.

E. Active Participation of Students 6. 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:

Again, the number of primary sources, charts, graphs, images, etc. is overwhelming. It should absolutely engage the students in a wealth of information and make them think critically about each time period.

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 organized by Topic. There are 13 Topics that are sub-divided into lessons. The book is organized chronologically and easily follows the NGSSS. Each lesson states the standards as well as the objectives of that lesson. Each lesson ends with an assessment. The assessments are critical thinking questions and could be used as writing exercises or discussions.

F. Targeted Instructional Strategies 8. 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:

The teacher edition has differentiated instruction, ELL strategies, questions to use with images and the videos, as well as 'active classroom.' The active classroom boxes contain ways to engage students with the information.

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:

All of the strategies appear to be ways for students to interact with the material and think about it critically.

G. Targeted Assessment Strategies 10. 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:

All of the materials appear to be ways for students to interact with the material and think about it critically.

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:

All of the assessments appear to be ways for students to interact with the material and think about it critically.

Universal Design for Learning 12. 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:

The teacher's edition has a number of activities for ELL, ESOL, and different levels of learners.

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 book will engage students with its content, sources and lessons. It is intended to make students think critically about history, and I believe it will succeed.

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:

In my opinion, there is no historiography in this book. There are events, people, places and the interpretation of those events. There are an overwhelming number of primary sources and secondary sources, but there is not an analysis of how the written history of America has changed through the years or the mention of specific historians through the years.

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:

There are primary sources integrated throughout the textbook; they offer a range of documents, including political, cultural and social. The questions asked with each document require students to think about point of view and significance.

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 begins with a timeline of key events from the time period.

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:

The textbook is full of graphs, charts, political cartoons, etc. There are questions below each asking students to analyze for meaning, purpose, audience, and point of view.

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 end of the book has a section titled "21st Century Skills." This is one of the skills in the book. It is explained with points students should take into account when reading sources. There are questions that relate directly to these issues under some of the primary sources, especially the graphics.

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:

There are 13 "Quests" provided in this textbook. Each is a case study tied to documents, projects or civic engagement. The case studies are found at the beginning of each unit.

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:

This standard is covered in multiple chapters throughout the book and includes a number of examples -- painters, writers, vaudeville shows, Buffalo Bill's show, etc.

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:

Although the section is short (Topic 0), there are a number of causes of the Civil War (Uncle Tom's Cabin, Kansas-Nebraska, Republican Party, Dred Scott, and election) are covered, the overlying issue of slavery is fairly ignored. I rated Very Good based on the consequences of the Civil War. This is thoroughly examined in Topic 1, Reconstruction.

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:

The chapter on Reconstruction is thorough and includes the influences on significant people (Lincoln, Johnson, Revels, Wells, etc) as well as groups (African Americans, southerners, Republicans, Radical Republicans, etc).

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 book does a good job of explaining the various groups that made up the Republican party following the Civil War, including the scalawags, carpetbaggers and Radicals.

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 book explains the Civil War Amendments and their consequences on the South.

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:

The book introduces the concept of Black Codes in Topic 1, Reconstruction.

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:

The book examines the effects of Black Codes on African Americans in both text and visual graphics. It concentrates on poll taxes, literacy tests and the KKK.

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:

While there were previous mentions of Native Americans before Topic 3, they were few and passing. There is one section devoted to the challenges faced by the Natives. This one section covers the battles, laws and treatment of the Natives in the late 1800s.

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:

Topic 1, Reconstruction, includes a nice explanation of sharecropping. There are graphs and images that show the number of farmers and land ownership for African Americans.

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:

This first becomes apparent in Topic 2, Industry. The ideology of capitalism and socialism and clearly examined with a number of examples and proponents of each. This standard is re-examined during the Cold War in Topic 8.

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:

Topic 3 covers political machines, their impact on politics and the reforms that were implemented during the Progressive Era to combat these machines.

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:

Topic 2 analyzes the robber barons and the age of industry with an examination of the pros (philanthropy) as well as cons (monopolies) the era faced.

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:

There is a BRIEF mention of a person in Florida history in every chapter. It is generally ONE sentence and not fully examined. But it does meet the requirement.

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:

Topic 2 does an excellent job of discussing the reasons for the age of industry. Both Topics 3 & 4 continue this standard. The numerous economic policies, farming policies, currency policies, and political reforms are discussed. There are charts and graphs that nicely show a comparison of legislation by president, as well.

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:

Topic 2 does an excellent job of discussing the reasons for the age of industry.

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:

Topic 2 does an excellent job of discussing the reasons for the age of industry. This standard is met in a number of ways through a number of people, companies and industries. The impacts, especially on trust legislation, is found in Topic 4. There are charts and graphs to compare legislation passed as a result.

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:

Topic 2 does an excellent job of discussing the reasons for the age of industry.

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:

Topic 2 does an excellent job of discussing the reasons for the age of industry. This standard is met with an examination on the changing population. Topics 3 & 4 continue the discussion of farmers and the impact of economics on crop pricing. The Populist movement is discussed, as well. This topic is covered, again, in Topic 6 with the impact of the Great Depression on agriculture.

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 text does a nice job of comparing Ellis Island with Angel's Island and includes a number of images that show the contrast. Topic 4 continues the discussion of immigrant labor, especially with railroads.

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:

The text opens with Mark Twain's calling the period The Gilded Age. It examines the social services and beginning of the reform movement that will continue through the Progressive Era. This is continued in Topic 3 with a discussion on the Populist Movement and the various organizations that were available to the farmers. Topic 4 continues with the Progressive Movement and various reform efforts, both politically and socially.

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:

Topic 4 continues the Industrial Revolution's impact with an examination of labor during the period. Multiple reforms, movements and strikes are discussed in this unit. This standard is continued in Topic 7 with a discussion of CORE and the early movements of garnering equal pay by blacks during WW2. It is continued in Topic 8, Postwar America.

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:

Topic 4 discusses both the motives of US imperialism, as well as the consequences. It briefly discusses China and the Open Door Policy and the opening of the Japan. Hawaii is also discussed. More import is the discussion on Cuba and the Spanish-American War.

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:

The Treaty of Versailles, its provisions and the disagreement by the Senate, is examined in the textbook.

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:

There is a BRIEF mention of a person in Florida history in every chapter. It is generally ONE sentence and not fully examined. But it does meet the requirement.

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 motives of U.S. Imperialism are analyzed.

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:

Topic 4 has one section one on the Spanish-American War: it's causes, the war and the consequences.

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:

Topic 4 discusses U.S. imperialism and our relationship with Latin America. Dollar Diplomacy, Mexico and Latin American business opportunities are examined.

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 causes of WWI are examined, as well as the reasons for the United States joining the Allies during the war. The role of the U.S. military, as well as the consequences are also discussed. The consequences of the war continues with the Great Depression in Topic 6.

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:

Various instruments of war, law, government agencies, etc, set up for WWI are examined in the book.

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:

The various new technologies that were brought about because of the war are discussed.

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:

The role and experience of various groups of Americans, including African Americans, Hispanics and women, are examined in this section.

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:

The impact of the war on dissenters is discussed with attention focused on German Americans and conscientious objectors. This goes with the previous standard and is covered in the same section.

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 a tiny section about men returning to their jobs and women and minorities being replaced in the workforce. Otherwise, I do not see much specifically about the economic outcomes of demobilization. There is plenty of information on the rise of the economy in the 1920s, but that is not a direct result of demobilization. Again, this is listed under Topic 6, but I did not see the direct correlation of economic outcomes of demobilization. Same with Topic 8.

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:

This is covered in numerous places in the book. Topic 4 begins the discussion with the Progressive Era. This continues in Topic 6 with a discussion of the Great Depression and its impact on women and minorities, especially in deference to jobs for white men. This standard is presented in Topic 7, WW2, as well, with a discussion of equal pay for equal work. This will eventually lead to the 1960s Civil Rights movement.

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:

All of Topic 6 is devoted to the causes, course, and consequences of the Great Depression. This includes the specific reasons for the Depression, the government's initial response, the election of 1932, and FDR's New Deal programs. The consequences of the world-wide Great Depression are also examined in Topic 7, WW2, with the causes of the rise of totalitarian governments.

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:

Every chapter has a tiny mention of someone in the State of Florida during the time period. This chapter does the same. It is generally a passing sentence.

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 Red Scare and specifically the Sacco and Vanzetti case are mentioned.

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:

Economic policies of the 1920s and the U.S. postwar economy are well represented in Topic 5. This is well developed in Topic 6, the Great Depression and the impact of world trade.

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:

The impact of the postwar economy is well represented in Topic 5.

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 Treaty of Versailles, its opponents, and the policy of isolation are all covered in Topic 5.

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:

The Harlem Renaissance, Hollywood, and the Scopes Monkey Trial are all examined in Topic 5.

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:

The dual philosophies of Booker T. Washington and WEB DuBois are both examined. There is a primary source by Booker T. Washington in Topic 5. The role of women and minorities in the workforce during WWI and the beginning of movements for equal rights is examined. This is continued in Topic 6 with the impact on women and minorities of the Great Depression.

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 dual philosophies of Booker T. Washington and WEB DuBois are both examined. There is a primary source by Booker T. Washington in Topic 5. The role of women and minorities in the workforce during WWI and the beginning of movements for equal rights is examined.

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 KKK is first mentioned in Topic 1, Reconstruction. The height of their membership and its changing targets are discussed in Topic 5.

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:

Topic 6 begins with the world wide scope of WW2. It examines the rise of totalitarian governments, the role of the Depression, and the causes of WW2. It continues with the war itself and the consequences.

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:

The Cold War's origins and philosophies are very well explained in Topic 8. There are various presidents and their positions included in this topic.

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:

Topic 7 begins this conversation with the dropping of the A-bomb on Japan in 1945. Topic 8, Postwar America, continues the discussion with the proliferation of weapons and the threat to the world. This is covered again with Reagan in Topic 12.

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 one section on the Korean War. The Cold War policy of containment is used as the explanation and the war itself is explained.

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:

Topic 7 begins with Truman. This standard is continued through Topics 8, 10,

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 Topic 10 is on Vietnam. Both the pre-American involvement and the reason our country went to war are examined in this chapter. Topic 11 includes the Counter Culture, one of the consequences of the Vietnam 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:

My comment remains the same on Florida history. It is fleeting in this book. There are specific people mentioned with a one sentence description of their job (McLeod Bethune, for example, in the previous topic.) Topic 8 does have information on the Sun Belt and the

growing population of Florida, so I rated it good as compared to previous examples of fair.

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:

Topic 7 does a thorough job, with primary sources and images, of showing America's policy of neutrality and its slow move towards aiding countries at war.

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:

Topic 7 has one section on the Holocaust and includes groups other than the Jews. I think the image of the triangles with colors and explanations of other groups is a powerful one.

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:

The book does an excellent job of continuing the conversation about African Americans, minorities and women during the war years. It shows the struggle for equal pay during the war and the beginnings of the Civil Rights movements that will follow.

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 text does a nice job of discussing the Home Front, war bonds and the policy of Japanese internment during WW2.

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 text discusses the Manhattan Project and the decision of Truman to drop the first nuclear bomb, but there is no discussion of the aftermath of the bombings other than the surrender of Japan.

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:

There is one paragraph on the Nuremberg Trials and it does correspond to the Geneva Convention.

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:

The Red Scare and specifically the Sacco and Vanzetti case are first mentioned in Topic 5, although Eugene V. Debs and the concept of socialism are previously examined. This is continued in the Cold War, Topic 8. This is covered, again, in Topic 12 with a discussion of Reagan and his fight of the evil empire.

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 UN is discussed and its charter is included. But there is one sentence of Mary McLeod Bethune which states her position within the UN, not her actual contributions.

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:

Society and the culture of America are reviewed in Topic 8, Postwar America. Everything from McDonalds, suburbs and the baby boom to James Dean and rock n roll are included. =)

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:

There is an entire chapter on Vietnam, Topic 10. It examines the War and the response of the American public. Topic 11 includes the social consequences of the Vietnam War. The Topic of Watergate is addressed in Topic 11.

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:

Topic 11 includes the foreign policy of Nixon, Ford and Carter. This includes discussions of China and the Middle East, especially OPEC and the oil crisis. This is more thoroughly covered in Topic 12 with the policies of Reagan. This wraps up in Topic 13 with contemporary issues, world trade, and global politics.

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:

This topic is introduced in Topic 12 with Reagan and continues through Clinton. It includes many modern issues, such as war, terrorism, the Internet and technology. This continues in Topic 13 with contemporary issues.

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 and its program is examined in Topic 6. The origins of the Great Society and poverty in the Postwar time period are examined in Topic 8 and Topic 9. LBJ and the Great Society are examined in Topics 9 and 10.

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:

Environmental concerns, including pesticides and nuclear radiation, are included in topic 11. Economic issues relating to oil are also discussed in this chapter. This is continued with Reagan, Bush and Clinton in Topic 12. It concludes in Topic 13 with a look at the global economy.

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:

This is begun in the 1990s with Clinton in Topic 12. Oklahoma City is the example used. This continues in Topic 13 with 9/11 and the response of the United States.

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:

The subject of immigration policy and the changing demographics of the US since 1950 begins in Topic 9. The topic of immigration is discussed in Topic 11. This continues in Topic 13 with the changing demographics and immigration patterns in the United States.

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:

There is a section titled "Celebrate Florida" that looks at the government structure and key people currently in government in Florida. Topic 9 includes a timeline of civil rights in Florida.

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 discussion of poverty and various income levels in America following WW2 are examined in Topic 8.

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:

The discussion of women has been present in several chapters of this book. It continues with the discussion of women in the Postwar era in Topic 8. The following chapter includes income disparity graphs between men and women. Topic 11 addresses the Feminist Movement and the fight for equal rights.

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:

Each president is discussed with his positions on foreign and domestic policies. This is consistent throughout the book; but specifically to the 1960s, it begins in Topic 9. It continues in Topic 10 with Vietnam and Topic 11 with Nixon.

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 Civil Rights movement is covered in Topic 9. It includes a discussion about the various groups and philosophies about achieving civil rights.

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 Civil Rights movement is covered in Topic 9. It includes a discussion about the various groups and philosophies about achieving civil rights.

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 Civil Rights movement is covered in Topic 9. It includes a discussion about the various groups and philosophies about achieving civil rights.

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's decision about Brown v. Education is discussed in Topic 9. More court cases are discussed in Topic 11.

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 Civil Rights movement is covered in Topic 9. It includes a discussion about the various groups and philosophies about achieving civil rights. This continues in Topic 11 with the discussion of minorities and women.

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:

While I did not notice the naming of "Six Essential Elements," the number of maps and geographic information in this book is quite thorough. Issues are examined in terms of human, physical and environmental geography throughout.

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:

The number of maps in the book is quite impressive. They are in every chapter and the appropriate scale and measures are used.

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:

The introduction to the text includes a special section titled "Celebrate Florida." This section includes a number of geographic specialties, including physical, economic, social and cultural.

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:

The introduction to the text includes a special section titled "Celebrate Florida." This section includes a number of geographic specialties, including physical, economic, social and cultural.

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:

The introduction to the text includes a special section titled "Celebrate Florida." This section includes a number of geographic specialties, including physical, economic, social and cultural.

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:

The social and cultural items in this book are varied and cover architectural, dance, music, theater and the visual arts, as well as literary!

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 social and cultural items in this book are varied and cover architectural, dance, music, theater and the visual arts, as well as literary!

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:

The social and cultural items in this book are varied and cover architectural, dance, music, theater and the visual arts, as well as literary!

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:

Technology in all forms is presented throughout this textbook.

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:

There are ELL activities listed in the teacher edition.

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:

There are ELL activities listed in the teacher edition.

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 few examples of public health towards the end of the textbook. One is the response of the government towards vaccines, specifically the polio vaccine.

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:

One of the strengths of this text is its use of primary source documents. They are littered throughout the textbook. There are specific questions following the documents that ask for connections to the text.

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:

One of the strengths of this text is its use of primary source documents. They are littered throughout the textbook. There are appropriate questions after the primary sources that ask specifically about central ideas.

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:

The book gives a number of sources, including charts, graphs, pictograms, photographs, and artwork for students to use visual evidence to evaluate events.

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:

The book makes use of bolding to emphasize words and explain them within the text. There are questions following each section and they include higher level thinking such as explain within 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:

Again, there are primary sources throughout the book with numerous questions following those passages. Many are about the structure of the text itself with questions asking students to critically think about the material.

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:

This is one of the 21st century skills listed in the back of the book. There are questions asking students to critically think about the differences in documents.

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 several DBQs as part of the case studies in each chapter. They contain numerous documents about a topic and a specific question related to the topic. Students must use the information from various sources to answer the question.

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 several DBQs as part of the case studies in each chapter. They contain numerous documents about a topic and a specific question related to the topic. Students must use the information from various sources to answer the question.

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 several DBQs as part of the case studies in each chapter. They contain numerous documents about a topic and a specific question related to the topic. Students must use the information from various sources to answer the question.

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:

The entire textbook would count towards student fulfilling this purpose.

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 several DBQs, civil engagement projects and research projects as part of the case studies in each chapter. They contain numerous documents about a topic and a specific question related to the topic. Students must use the information from various sources to answer the question.

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 several DBQs as part of the case studies in each chapter. They contain numerous documents about a topic and a specific question related to the topic. Students must use the information from various sources to answer the question.

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:

This is one of the 21st century skills found at the end of the textbook. Using the various sources found in one of the case studies or DBQs, students should be able to evaluate the POV, tone, etc.

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 several DBQs as part of the case studies in each chapter. They contain numerous documents about a topic and a specific question related to the topic. Students must use the information from various sources to answer the question.

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 several DBQs as part of the case studies in each chapter. They contain numerous documents about a topic and a specific question related to the topic. Students must use the information from various sources to answer the question.

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 research assignments located throughout the text as part of the case studies. Students should be able to use the information in the 21st century skill handbook to write about the information found in the textbook.

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 short answer and long response questions throughout this textbook.

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 multiple opportunities to read and write in this textbook.

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:

The case studies include civic engagement and research-based projects. Students should have the opportunity to research information to write.

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:

The case studies include civic engagement and research-based projects. Students should have the opportunity to research information to write.

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:

The case studies include civic engagement and research-based projects. Students should have the opportunity to research information to write.

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:

This is another skill found in the 21st century skill handbook. There are ample sources from which to draw information.

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 short answer and long response questions throughout this textbook.

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:

There are numerous charts and graphs throughout this textbook with questions below them.

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:

Other than a mention in the 21st century skill handbook, this is not specifically used throughout the text.

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

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

Justification:

There are numerous charts and graphs throughout this textbook with questions below them.

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

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

Justification:

There are numerous charts and graphs throughout this textbook with questions below them.

If you have questions contact Office of Instructional Materials, instaff@fldoe.org or 850-245-0425

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