



INSTRUCTIONAL MATERIALS ADMINISTRATOR

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Recommendation

No

Comments: There are some strengths of this material. It is interactive and allows for a 21st century, student-centered classroom. However, adopting it for the state would not be feasible because it is an online platform. Many districts simply do not have access to the technology this material needs in order to be used. Students with no computer or internet access at home would also suffer. The content overall, is fair. There are some definite strengths, but those do not overshadow important item specifications for several benchmarks that are completely missing or not elaborated on in enough detail. It feels like this material is still very much a work in progress. Our students deserve a material that is better aligned with the Civics Standards all the way down to including the item specifications for each benchmark.

Material for Review

Course: M/J Civics, Advanced (2106020)

Title: Discovery Education Social Studies Techbook - Civics and Government Advanced , Edition: 1

Copyright: 2016

Author: Daniel Byerly and Kevin Jenkins

Grade Level: 6 - 8

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:

Not all Civics standards and benchmarks are covered in this material. Some standards are touched upon, but do not meet specific benchmarks or item specifications.

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 content is written to the correct skill level for middle school students and at a level they will encounter on the Civics EOC. For lower-level readers or ESL students, the reading level can be lowered and the text can be switched to Spanish.

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:

For a school with computers and internet access in every Civics classroom, the materials are extremely adaptable and useful for classroom instruction. For the majority of districts, this platform is out of the question simply because they do not have access to the technology the platform requires. Students who do not have internet or computer access at home would also suffer greatly as they would not be able to complete any assigned work from an online-only source.

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:

Some topics are detailed extremely well; many of which align with the standards. However, there is inconsistency and topics or events that should be given significant details because they are part of the standards or benchmarks that are passed over quickly, are missing enough emphasis on their importance, or simply are not mentioned at all.

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 of the treatment of content aligns well with the standards and the complexity of the Civics EOC.

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 of the treatment of content matches students who are on or above a 7th grade level. Students who are reading below a 7th grade level could adjust the lexile of the text, a feature available on the platform.

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:

The Civics content could be covered in the allotted time period, but attempting to add the Economics units as well may be too much content for one school year.

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 chosen for this platform are of excellent quality and reflect expert information from a variety of different sources, people, and time periods.

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 chosen for this platform are superior in quality. They absolutely contribute to the quality of content in the material. There are a wide variety of primary and secondary sources to use for each lesson.

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:

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:

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:

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:

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:
Since the content is online, I am anxious to see if they will update the platform periodically when major events occur? (For example the 2016 presidential election.)

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 content is this source's downfall. It is all relevant, it just does not always meet the Florida standards for Civics, particularly when comparing the item specifications to the content.

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:

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:
Students have access to a "Global News" tab. They can access current event each day and in turn, relate them to the content they are learning in class.

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:
There are multiple language arts standards met in this material.

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:

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:

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:
There is too much inconsistency. Some standards are covered extremely well, while other standards are not covered in nearly enough depth. To adequately prepare their students for the EOC, teachers would need to rely on other sources than just this platform. Many item specifications are mentioned no where in the text.

Presentation

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A. Comprehensiveness of Student and Teacher Resources1. 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:

Students have a variety of resources for each lesson. The platform was created for a student-centered classroom. To increase engagement and enhancement, each lesson comes with content aids like graphic organizers, video clips, infographics, discussion questions or prompts, standards outlines, explanation activities, activities for further deeper learning, and a comprehensive review.

B. Alignment of Instructional Components2. 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 majority of the components are in alignment with the curriculum and serve a specific purpose. This source does not completely address all of the standards and some standards are not addressed thoroughly enough.

C. Organization of Instructional Materials3. 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 organization of the materials are inconsistent with current district curriculum and pacing guides. Key concepts and major themes have been shuffled around to fit the units created in this source. The organization could easily lead to some confusion during transitions between units. Chronological concepts that should be linked together are separated over various units and chapters. Current units in practice do not follow the order of units in this source sequentially.

D. Readability of Instructional Materials4. 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:

There is much more to this material than just content. There are graphic organizers and other note-taking charts to help students comprehend major themes. There are video clips that relate to each lesson. There are primary and secondary sources available as well. Students at all learning levels could use this source. The reading level can be adjusted for low-level readers or ESL students. The source is available in Spanish as well. Students can read the content or be read to them. There is a highlighter tool for students to highlight important parts of the text. Resources are available for each lesson and can easily be accessed through clicking the resources tab. The source is designed to be very student-centered and it allows students to practice many interactive skills traditional textbooks do not.

E. Pacing of Content5. 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 amount is well balanced. Teachers have a wide range of opportunity to increase or decrease the amount of content they want

to cover in a given time period. The content can easily be manipulated to work well in advanced courses and in intensive courses. Advanced courses may need additional content beyond what is included in the material. For teachers who like to include detail beyond the benchmark requirements, additional content will need to be sought out.

Accessibility6. 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 material is easy to navigate. Students would need a dedicated day or two to learn how to use the platform and its features, but overall it is very user friendly. There are supportive devices including the ability to change the reading level, having the text read aloud, and changing the size of the font. There are study tools including graphic organizers, a highlighting tool, and a comprehensive overview and review at the end of each lesson. Pictures, infographics, and movie clips are also available for student support.

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 platform itself is well done. It is student-centered and user friendly. There are numerous resources to aid learners at all levels. The weakness of this platform is its content in correlation with individual benchmarks. It is inconsistent in its strengths and the order of the content is not preferable.

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:

This platform is quite interactive. Students are afforded much more than just content with this material. There are video clips, infographics, graphic organizers and other content organizing tools, activities that range from answer questions to completing writing prompts, and extension activities for further learning. While these resources are available at the click of a mouse, they are presented in addition to the content, not as part of content sequence. This format will maintain learner motivation for some students, but many will not access the additional tools unless they are specifically told to do so.

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 material is divided into thematic units; Foundations, Participating in Government, Government Institutions and the Three Branches. While important ideas and concepts are mapped out, the sequential order choice of units is questionable.

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:

Each lesson begins with an essential question. The Civics standards and other curriculum standards are also available throughout each lesson for students to view. Students are guided from page to page with a new important question being asked at the bottom of each page. Important topics are properly divided and red headings signify a new topic is being discussed. Key terms are in blue text. At the end of each lesson, there is a review set up very much like summary of all important information for students to use for study purposes or for a quick recap.

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:

The platform is very student-centered. It is designed for students to be able to work at their own pace. They are aware of the learning objectives, are provided with charts and graphic organizers to help them organize content, numerous activities can be completed that enhance the content, video clips are available as well as extension activities for students who need more of a challenge.

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 material is very adaptable. The reading level can be changed for low-level readers or for Spanish speaking students. Text can be enlarged and highlighted. Teachers can pick and choose from variety of activities to match the individual needs and learning levels for varying levels of classes. Resources are available for visual, audio, and kinesthetic learners.

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:

This platform is very student-centered and when used properly, would help create a model 21st century classroom.

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 activities do align with the content, but they are given in addition to content, not as a sequential step of learning the content. Students who are not motivated could easily skip through each lesson looking at text only without accessing any of the additional resource or activities meant to help them better understand the content.

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:

Instructional materials are very common tool used in Social Studies curriculum. For example, graphic organizers, video clips, timelines, primary and secondary sources, and connections to other areas in subject.

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:

The instructional strategies are appropriate and would sufficiently guide teachers to teach content in a way that would allow for students to achieve targeted outcomes.

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 assessments included with the book are modeled exactly like the Civics EOC. They are superior quality and would most definitely aid students in reaching learning outcomes and teachers could use them to create their units based on backwards design.

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:

Student's performance on the material's assessments would be a strong predictor of how they would perform on the Civics EOC.

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:

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:

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.7.C.1.1:** Recognize how Enlightenment ideas including Montesquieu's view of separation of power and John Locke's theories related to natural law and how Locke's social contract influenced the Founding Fathers.

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

Justification:

Locke's theories are well written about in 1.3 Principles of Government. While Montesquieu is addressed, he is given credit for the principle of limited government. Separation of powers and checks and balances are vaguely mentioned but not given the appropriate amount of emphasis.

2. **SS.7.C.1.2:** Trace the impact that the Magna Carta, English Bill of Rights, Mayflower Compact, and Thomas Paine's "Common Sense" had on colonists' views of government.

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

Justification:

The Magna Carta is discussed in detail and the principles of consent of the governed and rule of law are attached to it. The Mayflower Compact is discussed in detail with the principle of self government attached to it. The English Bill of Rights is discussed in detail with the principle of limited government attached to it. Common Sense is presented as an activity. Students read some of the document and then are to identify how rule of law applies. An argument can be made that other principles of government should also be attributed to these documents. For example, the idea of limited government pertains to the Magna Carta and the English Bill of Rights. Content relating to this standard can be found in 1.3 Principles of Government

3. **SS.7.C.1.3:** Describe how English policies and responses to colonial concerns led to the writing of the Declaration of Independence.

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

Justification:

Standard is addressed adequately in 1.3 Principles of American Government. Some details need more explanation including the Intolerable Acts.

4. **SS.7.C.1.4:** Analyze the ideas (natural rights, role of the government) and complaints set forth in the Declaration of Independence.

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

Justification:

Strong Content in 2.3 Origins of the Constitution

5. **SS.7.C.1.5:** Identify how the weaknesses of the Articles of Confederation led to the writing of the Constitution.

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

Justification:
Strong content in 2.3 Origins of the Constitution

6. **SS.7.C.1.6:** Interpret the intentions of the Preamble of the Constitution.

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

Justification:
The Preamble is explained in 1.1 Purposes and Forms of Government. The placement is questionable in this location. It is again covered in 2.1 Principles of the Constitution and also includes an activity in which students break down the meaning of each line.

7. **SS.7.C.1.7:** Describe how the Constitution limits the powers of government through separation of powers and checks and balances.

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

Justification:
Explained well in 2.1 Principles of the Constitution. Again, separation of powers and checks and balances are not connected to Montesquieu.

8. **SS.7.C.1.8:** Explain the viewpoints of the Federalists and the Anti-Federalists regarding the ratification of the Constitution and inclusion of a bill of rights.

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

Justification:
Thorough content in 3.3 The Bill of Rights

9. **SS.7.C.1.9:** Define the rule of law and recognize its influence on the development of the American legal, political, and governmental systems.

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

Justification:
Rule of law is discussed in 1.3 Principles of Government, but it is not give enough significance. While other principles are also key words, rule of law is not designated as a key word by this source. Better explanation of rule of law is given in 2.1 Principles of the Constitution.

10. **SS.7.C.2.1:** Define the term "citizen," and identify legal means of becoming a United States citizen.

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

Justification:
Adequate content in 4.3 Citizenship, no mention of law of blood or law of soil, naturalization is not defined

11. **SS.7.C.2.10:** Examine the impact of media, individuals, and interest groups on monitoring and influencing government.

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

Justification:
Thorough content about interest groups, lobbying, and PACs in 5.2 Political Parties and Interest Groups. While the media is defined in 4.2 Making Informed Decisions, there is not sufficient content specifying the different roles the media plays (gatekeeper, agenda setter, watchdog, etc.) No content is available on the impact of individuals monitoring and influencing the government. The section reads, "Coming Soon"

12. **SS.7.C.2.11:** Analyze media and political communications (bias, symbolism, propaganda).

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

Justification:
While propaganda is defined and some examples of propaganda techniques are included, not all benchmark item specification points are met. Bias is not given enough emphasis although students are given content that helps them differentiate between fact and opinion. Symbolism is not mentioned.

13. **SS.7.C.2.12:** Develop a plan to resolve a state or local problem by researching public policy alternatives, identifying appropriate government agencies to address the issue, and determining a course of action.

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

Justification:
Reference to civic virtue in 4.3 Citizenship Ideas in 1.2 United States Geography

14. **SS.7.C.2.13:** Examine multiple perspectives on public and current issues.

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

Justification:
Standard addressed in 3.2 Civil Rights and Civil Liberties

15. **SS.7.C.2.14:** Conduct a service project to further the public good.

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

Justification:

Reference to civic virtue in 4.3 Citizenship

16. **SS.7.C.2.2:** Evaluate the obligations citizens have to obey laws, pay taxes, defend the nation, and serve on juries.

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

Justification:

Adequate overview in 4.3 Citizenship.

17. **SS.7.C.2.3:** Experience the responsibilities of citizens at the local, state, or federal levels.

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

Justification:

Content addresses standard in 3.2 Civil Rights and Liberties

18. **SS.7.C.2.4:** Evaluate rights contained in the Bill of Rights and other amendments to the Constitution.

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

Justification:

Content meets standard in 3.2 Civil Rights and Civil Liberties, content meets standards in 3.3 Bill of Rights

19. **SS.7.C.2.5:** Distinguish how the Constitution safeguards and limits individual rights.

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

Justification:

Some appropriate content in 2.1 Principles of the Constitution, Strong content in 3.3 The Bill of Rights

20. **SS.7.C.2.6:** Simulate the trial process and the role of juries in the administration of justice.

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

Justification:

Process covered in 8.2 Judicial Processes which students could use as a guideline to simulate

21. **SS.7.C.2.7:** Conduct a mock election to demonstrate the voting process and its impact on a school, community, or local level.

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

Justification:

Content does not describe how this can be done. This would need to set up by individual teachers in individual schools.

22. **SS.7.C.2.8:** Identify America's current political parties, and illustrate their ideas about government.

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

Justification:

Adequate explanation of Democrats and Republican. Major party platforms missing. Third parties are defined, but third parties students are required to know about are not in the content.

23. **SS.7.C.2.9:** Evaluate candidates for political office by analyzing their qualifications, experience, issue-based platforms, debates, and political ads.

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

Justification:

No mention of proper criteria to consider when evaluating a candidate, rather there is a focus on what a candidate does when running for office.

24. **SS.7.C.3.1:** Compare different forms of government (direct democracy, representative democracy, socialism, communism, monarchy, oligarchy, autocracy).

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

Justification:

Very thorough explanation of direct democracy, representative democracy, monarchy, oligarchy, and autocracy in 1.1 Purpose and Forms of Government. Socialism and communism are not mentioned at all in this section.

25. **SS.7.C.3.10:** Identify sources and types (civil, criminal, constitutional, military) of law.

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

Justification:

Civil and criminal law well explained in 8.2 Judicial Processes Constitutional law and military law not specifically defined

26. **SS.7.C.3.11:** Diagram the levels, functions, and powers of courts at the state and federal levels.

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

Justification:

Standard met in 8.1 The Federal Judiciary Standard met in 9.1 State Governments

27. **SS.7.C.3.12:** Analyze the significance and outcomes of landmark Supreme Court cases including, but not limited to, Marbury v. Madison,

Plessy v. Ferguson, Brown v. Board of Education, Gideon v. Wainwright, Miranda v. Arizona, in re Gault, Tinker v. Des Moines, Hazelwood v. Kuhlmeier, United States v. Nixon, and Bush v. Gore.

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

Justification:

Tinker v. Des Moines mentioned in 3.1 First Amendment, but not significantly highlighted or explained. Brown v. Board, Plessy v. Ferguson covered in 3.2 Equal Protection, Gideon v. Wainwright, Miranda v. Arizona covered in 3.3 Bill of Rights, US v. Nixon discussed in 7.1 The American Presidency, but the case is never actually named in the content, Marbury v. Madison and Plessy v. Ferguson explained well in 8.1 The Federal Judiciary. Gideon v. Wainwright explained well in 8.2 Judicial Processes. Missing Hazelwood v. Kuhlmeier, in re Gault, and Bush v. Gore. Several other landmark cases are included in the content, but are not part of the standard or item specifications.

28. **SS.7.C.3.13:** Compare the constitutions of the United States and Florida.

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

Justification:

Does not meet this standard. No broad comparison of Florida's Constitution to the United States Constitution. Item specifications are not met.

29. **SS.7.C.3.14:** Differentiate between local, state, and federal governments' obligations and services.

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

Justification:

Standard met in 9.1 State Governments, Standard also addressed 2.2 Federalism

30. **SS.7.C.3.2:** Compare parliamentary, federal, confederal, and unitary systems of government.

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

Justification:

Very good content in 1.1 Purpose and Forms of Government

31. **SS.7.C.3.3:** Illustrate the structure and function (three branches of government established in Articles I, II, and III with corresponding powers) of government in the United States as established in the Constitution.

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

Justification:

Articles I-III explained well in 2.1 Principles of the Constitution Standard met in chapters 6-8.

32. **SS.7.C.3.4:** Identify the relationship and division of powers between the federal government and state governments.

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

Justification:

Adequate content in 2.1 Principles of the Constitution Strong content in 2.2 Federalism

33. **SS.7.C.3.5:** Explain the Constitutional amendment process.

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

Justification:

Content addressed in 2.1 Principles of the Constitution. The language over-complicates the process.

34. **SS.7.C.3.6:** Evaluate Constitutional rights and their impact on individuals and society.

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

Justification:

Some content in 2.1 Principles of the Constitution Strong content in 3.3 The Bill of Rights

35. **SS.7.C.3.7:** Analyze the impact of the 13th, 14th, 15th, 19th, 24th, and 26th amendments on participation of minority groups in the American political process.

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

Justification:

Strong Content in 3.2 Equal Protection Voting Rights Amendments discussed in 5.1 Voting and Elections

36. **SS.7.C.3.8:** Analyze the structure, functions, and processes of the legislative, executive, and judicial branches.

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

Justification:

Standard met in 6.1 Structure and Powers of Congress Standard met in Chapter 7

37. **SS.7.C.3.9:** Illustrate the law making process at the local, state, and federal levels.

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

Justification:

Standard met in 6.2 Congress at Work Standard met in 9.1 State Governments

38. **SS.7.C.4.1:** Differentiate concepts related to United States domestic and foreign policy.

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

Justification:

Standard met in 8.4 Foreign Affairs and the Presidency

39. **SS.7.C.4.2:** Recognize government and citizen participation in international organizations.

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

Justification:

All international organizations mentioned in the benchmark are included in the content, but there is no distinction between governmental organizations and nongovernmental organizations.

40. **SS.7.C.4.3:** Describe examples of how the United States has dealt with international conflicts.

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

Justification:

Major international conflicts are addressed. Foreign policy tools specifically used by the United States are not addressed until after the content on these conflicts. Gulf War is not included. The war in Iraq is not included.

41. **SS.7.E.1.1:** Explain how the principles of a market and mixed economy helped to develop the United States into a democratic nation.

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

Justification:

Standard met in 10.2 The US Economy

42. **SS.7.E.1.2:** Discuss the importance of borrowing and lending in the United States, the government's role in controlling financial institutions, and list the advantages and disadvantages of using credit.

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

Justification:

Standard met in 10.3 Money, Banking and Economic Performance standard met in 10.5 Personal Finance

43. **SS.7.E.1.3:** Review the concepts of supply and demand, choice, scarcity, and opportunity cost as they relate to the development of the mixed market economy in the United States.

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

Justification:

Standard met in 10.1 Basic Economic Principles Standard met in 10.2 The US Economy

44. **SS.7.E.1.4:** Discuss the function of financial institutions in the development of a market economy.

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

Justification:

Standard met in 10.3 Money, Banking and Economic Performance

45. **SS.7.E.1.5:** Assess how profits, incentives, and competition motivate individuals, households, and businesses in a free market economy.

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

Justification:

Standard met in 10.1 Basic Economic Principles Standard met in 10.2 The US Economy Standard met in 10.5 Personal Finance

46. **SS.7.E.1.6:** Compare the national budget process to the personal budget process.

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

Justification:

Standard met in 10.3 Money, Banking and Economic Performance Standard met in 10.5 Personal Finance

47. **SS.7.E.2.1:** Explain how federal, state, and local taxes support the economy as a function of the United States government.

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

Justification:

Standard met in 10.3 Money, Banking, and Economic Performance

48. **SS.7.E.2.2:** Describe the banking system in the United States and its impact on the money supply.

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

Justification:

Standard met in 10.3 Money, Banking and Economic Performance

49. **SS.7.E.2.3:** Identify and describe United States laws and regulations adopted to promote economic competition.

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

Justification:

Standard met in 10.2 The US Economy Standard met in 10.4 Global Trade and Trade Policy

50. **SS.7.E.2.4:** Identify entrepreneurs from various gender, social, and ethnic backgrounds who started a business seeking to make a profit.

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

Justification:

Standard met in 10.1 Basic Economic Principles

51. **SS.7.E.2.5:** Explain how economic institutions impact the national economy.

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

Justification:

Standard met in 10.3 Money, Banking and Economic Performance Standard met in 10.5 Personal Finance

52. **SS.7.E.3.1:** Explain how international trade requires a system for exchanging currency between and among nations.

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

Justification:

Standard met in 10.4 Global Trade and Trade Policy

53. **SS.7.E.3.2:** Assess how the changing value of currency affects trade of goods and services between nations.

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

Justification:

Standard met in 10.4 Global Trade and Trade Policy

54. **SS.7.E.3.3:** Compare and contrast a single resource economy with a diversified economy.

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

Justification:

Standard met in 10.4 Global Trade and Trade Policy

55. **SS.7.E.3.4:** Compare and contrast the standard of living in various countries today to that of the United States using gross domestic product (GDP) per capita as an indicator.

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

Justification:

Standard met in 10.3 Money, Banking and Economic Performance

56. **SS.7.G.1.1:** Locate the fifty states and their capital cities in addition to the nation's capital on a map.

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

Justification:

Standard met in 1.1 Geography of the United States

57. **SS.7.G.1.2:** Locate on a world map the territories and protectorates of the United States of America.

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

Justification:

Territories are given, but not shown on a map in 1.1 Geography of the United States

58. **SS.7.G.1.3:** Interpret maps to identify geopolitical divisions and boundaries of places in North America.

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

Justification:

No such map in content.

59. **SS.7.G.2.1:** Locate major cultural landmarks that are emblematic of the United States.

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

Justification:

Standard met in 1.1 Geography of the United States

60. **SS.7.G.2.2:** Locate major physical landmarks that are emblematic of the United States.

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

Justification:

Standard met in 1.1 Geography of the United States

61. **SS.7.G.2.3:** Explain how major physical characteristics, natural resources, climate, and absolute and relative location have influenced settlement, economies, and inter-governmental relations in North America.

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

Justification:

Standard met in 1.1 Geography of the United States

62. **SS.7.G.2.4:** Describe current major cultural regions of North America.

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

Justification:
Strong content to meet Standard in 1.1 Geography of the United States

63. **SS.7.G.3.1:** Use maps to describe the location, abundance, and variety of natural resources in North America.

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

Justification:
Standard met in 1.1 Geography of the United States

64. **SS.7.G.4.1:** Use geographic terms and tools to explain cultural diffusion throughout North America.

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

Justification:
Standard met in 1.1 Geography of the United States

65. **SS.7.G.4.2:** Use maps and other geographic tools to examine the importance of demographics within political divisions of the United States.

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

Justification:
Map of demographics not included.

66. **SS.7.G.5.1:** Use a choropleth or other map to geographically represent current information about issues of conservation or ecology in the local community.

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

Justification:
Standard met in 1.1 Geography of the United States

67. **SS.7.G.6.1:** Use Geographic Information Systems (GIS) or other technology to view maps of current information about the United States.

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

Justification:

68. **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:
Standard met each chapter. ESL students can adjust the lexile to their level of proficiency and can change the language to Spanish if needed.

69. **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:
Standard met throughout the content.

70. **HE.7.P.8.2:** Articulate a position on a health-related issue and support it with accurate health information.

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

Justification:
Elaboration activity in 6.1 on teen health program

71. **LAFS.68.RH.1.1:** Cite specific textual evidence to support analysis of primary and secondary sources.

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

Justification:
Standard met throughout content. Each chapter has primary and secondary sources related to chapter content.

72. **LAFS.68.RH.1.2:** Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

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

Justification:
Standard met throughout content. Each chapter contains primary and secondary sources which can be analyzed while using prior content knowledge.

73. **LAFS.68.RH.1.3:** Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).

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

Justification:

Standard met in Chapter 6 (The process of a bill becoming a law) Standard met in Chapter 2 (Amendment Process of the Constitution)

74. **LAFS.68.RH.2.4:** Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

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

Justification:

Key vocabulary is highlighted but some terms from item specifications are not marked as key words or phrases or give too little information to express significance

75. **LAFS.68.RH.2.5:** Describe how a text presents information (e.g., sequentially, comparatively, causally).

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

Justification:

Multiple chapters are grouped together and are all tied together by one key theme creating a unit

76. **LAFS.68.RH.2.6:** Identify aspects of a text that reveal an author’s point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).

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

Justification:

Standard met through a wide variety of primary and secondary sources

77. **LAFS.68.RH.3.7:** Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

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

Justification:

Visual information is prevalent and relevant to content is associated with

78. **LAFS.68.RH.3.8:** Distinguish among fact, opinion, and reasoned judgment in a text.

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

Justification:

Standard met in 5.1 when explanation of distinguishing fact from opinion is discussed in detail.

79. **LAFS.68.RH.3.9:** Analyze the relationship between a primary and secondary source on the same topic.

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

Justification:

Primary and secondary sources for each chapter meet this standard.

80. **LAFS.68.WHST.1.1:** Write arguments focused on discipline-specific content.

- a. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
- b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
- c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
- d. Establish and maintain a formal style.
- e. Provide a concluding statement or section that follows from and supports the argument presented.

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

Justification:

Several topics in this material would allow students to write an argumentative piece using the steps listed in the standard

81. **LAFS.68.WHST.1.2:** Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

- a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
- b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
- c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
- d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- e. Establish and maintain a formal style and objective tone.
- f. Provide a concluding statement or section that follows from and supports the information or explanation presented.

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

Justification:

Several topics in this material would allow students to write an informative essay using the steps listed in the standard

82. **LAFS.68.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:

83. **LAFS.68.WHST.2.5:** With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

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

84. **LAFS.68.WHST.2.6:** Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT
Justification:
This platform is technology based. All writing would use technology as well.

85. **LAFS.68.WHST.3.7:** Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

VERY GOOD ALIGNMENT **GOOD ALIGNMENT** FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT
Justification:
Material provides many topics that would allow students to use the skills in this standard.

86. **LAFS.68.WHST.3.8:** Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

VERY GOOD ALIGNMENT **GOOD ALIGNMENT** FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT
Justification:
Material provides many topics that would allow students to use the skills in this standard.

87. **LAFS.68.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:
Content allows for students to learn base information and then complete research papers, analytical writing pieces, and reflections.

88. **LAFS.68.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:
Content and topics in this material allow for students to practice writing in multiple different styles and time frames.

89. **LAFS.7.SL.1.1:** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.

- a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
- b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
- c. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
- d. Acknowledge new information expressed by others and, when warranted, modify their own views.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT
Justification:
Content allows for collaborative discussions, debates, socratic seminars, and other oral presentations.

90. **LAFS.7.SL.1.2:** Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT
Justification:
Essential questions at the beginning of each lesson allow students to search for the main idea through reading the content and then use higher order thinking skills to explain significance

91. **LAFS.7.SL.1.3:** Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and

sufficiency of the evidence.

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

Justification:

Primary and secondary sources included in this platform meet this standard.

92. **LAFS.7.SL.2.4:** Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

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

Justification:

Many topics in this material would allow students to practice the skills listed in this benchmark.

93. **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:

Subject area text and topics allows for students to use the skills in this benchmark frequently throughout most of the material.

94. **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:

Subject area text and topics allows for students to use the skills in the benchmark frequently throughout most of the material.

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

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

Justification:

Specifically met in the chapters regarding economics and United States geography.

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

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

Justification:

Specifically met in the chapters regarding economics and United States geography.

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

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