



## INSTRUCTIONAL MATERIALS ADMINISTRATOR

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### Recommendation

Yes

**Comments:** I debated about this material for some time before ultimately deciding to recommend it. Overall, I feel that the resources provided are of sufficient quality that teachers and students can be successful if they use it appropriately.

My main concerns are reflected in my comments for each area of review. First, I found that many of the videos which were included in the resources were problematic, either because of concerns about bias or language. I did not feel that same level of bias when examining the rest of the materials, and because the videos are only one element of an otherwise worthwhile program, I decided to recommend it anyway. Not all of the videos are bad, but I think it would at least be appropriate to provide some additional commentary on some of them, so as to avoid the appearance of bias or discriminatory or inflammatory language.

Additionally, I have a concern with the mechanics of the program itself. There are so many resources available, and yet not all of them easily come up in the search feature. There were some lessons listed in the correlations chart that I was unable to find by looking in the curriculum map or by searching activities. I had to copy and paste the link from the correlations chart in order to find the lesson, and for a teacher who may be overwhelmed by so many options, this might well be something they wouldn't figure out until it was too late to be helpful. The interface just isn't as user friendly as I think it needs to be in order for the average teacher to be able to access all of the really good content.

As for strengths, the wide variety of activities and primary sources included are appreciated, and the Powerpoints for each main topic can be easily integrated into class lessons in ways that I think most teachers would readily appreciate.

### Material for Review

**Course:** United States History (2100310)

**Title:** Active Classroom United States History License with Florida Standards Based Curriculum Map , Edition: n/a

**Copyright:** 2016

**Author:** Social Studies School Service

**Grade Level:** 9 - 12

### Content

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5 - VERY GOOD ALIGNMENT

4 - GOOD ALIGNMENT

3 - FAIR ALIGNMENT

2 - POOR ALIGNMENT

1 - VERY POOR/NO ALIGNMENT

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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:  
All applicable standards are addressed in the materials.

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:  
There are a wide variety of resources included in the materials, written at various skill levels that are appropriate for the standards.

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:  
I was impressed with the variety of materials available for the teacher's use. There is much more here than could be used in one school year, in my opinion.

**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:  
The materials are very thorough and provide numerous opportunities for students to learn details.

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:  
There is a range of complexity in the materials presented, but all is appropriate for use with the standards involved.

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:  
There is a range of complexity in the materials presented, but all is within the appropriate range for students at this age.

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:  
As I mentioned, I think there is more content here than could be used by a typical teacher in one year. While that is a good thing in that it provides the teacher with opportunities to be flexible and to use their own discretion, it could also overwhelm some new teachers who might feel compelled to "do it all" and then run out of time.

**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:  
Overall, the sources chosen are appropriate and reflect expert information.

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:  
I especially felt that the primary sources were well chosen. Students would find them engaging and useful.

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

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

## Justification:

There are a few typographical errors, such as the omission of a word or the use of a wrong word (comprise is used at least twice when compromise is meant, for example, in some of the early materials), but considering the sheer volume of the content, it is relatively accurate.

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:

Many of the included videos are not free of bias. In a section purportedly about the causes of the stock market collapse in 1929, there were several issues. The concept of trickle down economics is referred to, although that phrase wouldn't even be coined until after the crash. The comment that "the communists said "I told you so" was disturbing. The video included references to more modern presidents in an attempt to depict them in a negative light. If the video had been about them, that would be one thing, but this was about an event that took place well before their time, and had nothing to do with them. Other problematic videos involved one about Rockefeller, one about Gompers, one about the women's suffragette movement, and one about the causes of the Civil War. The print materials (readers and power point) were better, but the videos seemed very biased, and my concern would be that if a student were just given access to these videos without any counterpoint by a teacher or other information, it might result in a skewed understanding. I also took issue with some of the language used. For instance, the video about the stock market crash referred to an "orgy" of buying stocks. I don't consider myself a prude, but I think that word is ill-used and unnecessary. Similarly, one of the videos mentioned that after completion of the Transcontinental Railroad, Northerners moved west "like Barbary Pirates". I find that description unnecessarily judgmental. Certainly it is important to understand that the settlement of the west wasn't always peaceful or without issue, but to judge all pioneers "pirates" seems to swing too far the other way. Yet another example of looking back with a judgmental eye is the description of both sides of World War I as "foolish". I think history should always be a discipline in which people strive to understand how others thought, felt, and behaved, rather than just judging them because they lived differently than we do now.

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:

For the most part, I feel like this is true. I am still frustrated with the videos, as a whole, but the rest of the material seems to represent modern historical thought.

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 debated about this one for some time, as I feel that the vast majority of the material is accurate. I do have concerns about some of the content of the resources, particularly the videos, but as a whole I think the material is accurate.

- 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 feel like the content meets this requirement.

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:

Occasionally, I felt that the content strayed away from what was relevant, but overall I feel that it is aligned.

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:

Whether the content was presented appropriately was a matter I considered for some time. Taken as a whole, I decided that it was, but I still have objections to some of the descriptions of past events and historical figures that seemed inappropriate. The use of the word "orgy", for example, or the description of most of Western Europe as "foolish", or the pioneers as "pirates" all seem inappropriate to me. I also felt that some of the materials occasionally remark on a person in ways that could be seen as discriminatory.

- 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 for the most part, the materials do a good job of explaining how the events of the past impacted the daily lives of the people of the times, and that connection would be meaningful to most 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:

I think the materials did a good job in this regard.

- 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:

Again, I had concerns with some of the characterizations of individuals and groups in the past. In the video on the rise of Labor, why is Samuel Gompers referred to as a "Jewish-American", when his faith did not otherwise seem to be important to the point being made about him? It seemed discriminatory. In the video about women's suffrage, the concluding statements made it seem as if women were always complaining about something, and I'm not sure why that comment was necessary. In one of the Civil War activities, a description of one of the men involved as being old and overweight was included, and even suggested that a student portraying him should take that into account, while neither the age nor health of any of the other figures were mentioned.

**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:

For the most part, the materials are fine in this regard. As I mentioned, there are occasionally lapses where there is an obvious failure to consider the different views of people in the past.

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:

Every standard is addressed in the material.

**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:

There are a wide variety of resources for the students, such that a teacher would be hard pressed to utilize everything that is included. I think most teachers would find this to be complete and comprehensive.

**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:

I have concerns about the video materials included. Some of them are fine, but there are some I did not feel were well aligned, as I mentioned in the Content section.

**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 materials seem logically organized. It is a little difficult to tell because of the nature of the system of access - the curriculum map presents all of the various resources that could be used for a particular topic, and sometimes the same resources are listed for multiple topics, so deciding on a logical order in which to present them to students might take a little work. I also am concerned that because it is a series of resources, not presented as one text with additional resources, it could be easy for certain topics to be overlooked.

**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:

I found the materials to be quite engaging, and feel that students would too. The power points include appropriate visuals, and other visual elements and unique narrative styles are employed as well. My one caution has to do with the video element, which was of some concern to me because I noticed instances of bias.

**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:

In this area, I have some concern based on the sheer volume of the content. If an inexperienced teacher just made every resource available to students all at once, I think conscientious students might be overwhelmed by the amount of materials presented. Resources need to be carefully assigned by the teacher so as to avoid outpacing the students.

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

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

Justification:

The material included all of these elements, and I think would be quite useful for students with disabilities.

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:

I believe the Presentation requirements are satisfactorily met.

## 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 a wide variety of resources and features that teachers can use to help keep students motivated.

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

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

Justification:

When you consider that this course covers around 200 years of history, I think the materials do a very good job of focusing in on the most important events, but almost by definition, this will involve many important ideas and concepts.

**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 materials are clear in this regard.

**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:

There are varying levels of resources that teachers can use to scaffold instruction for their students and help them grow to be more independent in their thinking.

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

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

Justification:

There are many different types and levels of resources that the teacher can use to adapt to the needs of his or her students.

**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:

Role playing opportunities, the analysis of visual images, and engaging narratives are just a few of the techniques offered by the materials.

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:

There are a good assortment of activities that students can engage in as extensions or enrichment opportunities.

**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:

A variety of learning strategies are incorporated for use by the teacher, to enable him or her to reach the required learning outcomes.

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:

So long as they are implemented by an experienced educator, the materials provide effective strategies for teaching. My one concern would be that the sheer volume might overwhelm an inexperienced teacher.

**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:

Assessments seem well aligned to desired outcomes.

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:

The assessments provided are sufficient to gauge student understanding of the content.

**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:

A wide variety of materials, activities, and strategies are provided at varying levels so that teachers can meet the needs of all students.

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

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

Justification:

Overall, I feel that these materials are more than adequate to meet the learning requirements.

Standards

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When looking at standards alignment reviewers should consider not only the robustness of the standard coverage but also the content complexity (depth of knowledge level) if appropriate. More information on content complexity as it relates to Florida standards can be found at: [http://www.cpalms.org/Uploads/docs/CPALMS/initiatives/contentcomplexity/CPALMS\\_ccdefinitions\\_140711.pdf](http://www.cpalms.org/Uploads/docs/CPALMS/initiatives/contentcomplexity/CPALMS_ccdefinitions_140711.pdf)

For example, if the standard is marked as a level 3 (strategic reasoning and complex thinking) then the materials coverage should reflect this. If the materials coverage is only sufficient to allow for recall (level 1) then this should be reflected in the points assigned.

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

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

Justification:

The materials include a good lesson on this, however, I had to search through the standards correlation chart in order to find it, and it could easily be overlooked in a classroom setting.

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 numerous sources included which require students to do this.

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:

While there are a few timeline activities, I think there could be more.

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:

There are a few lessons where this is the main point, and others where it is included as an element.

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:  
There is one lesson involving FINDS, but otherwise not much on this standard.

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 is one lesson which correlates to this standard.

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:  
Students are given numerous opportunities to do this.

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

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

Justification:  
The materials deal with this at length. Power Points, texts, audio and video resources, and classroom activities all delve into this topic in great detail.

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:  
This standard is well covered.

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:  
Students have numerous opportunities to work on this standard.

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:  
These amendments are thoroughly discussed.

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

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

Justification:  
The materials give students numerous opportunities to engage in this assessment.

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:  
A wide variety of resources are offered in furtherance of this standard.

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:  
There are over 30 distinct lessons and resources describing various aspects of the Native American experience.

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:  
This is addressed with several different learning opportunities for students.

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:  
Considering this is not an economics or philosophy course, I think this is fairly well done.



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:

There are several lessons that include resources to address this.

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:

Many such organizations are described and their importance is explained.

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 one lesson about Florida during the Industrial Revolution. I think this is an area that could be expanded.

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:

Resources are provided to accomplish this.

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:

Again, there are resources to allow this comparison.

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:

Students have numerous opportunities to consider these issues.

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:

Several lessons and resources provide details about these individuals.

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:

Numerous readings and document based activities address these changes.

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:

There are several resources that provide information about this area.

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:

Students have a variety of resources to utilize in this examination.

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:

Many resources are provided regarding the labor movement.

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:  
Resources addressing the drive to imperialism are plentiful.

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:  
Readings and videos are two of the types of resources that help address this standard.

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:  
I recognize that this isn't a Florida history course, but this is one of our standards, and one lesson doesn't seem like much to address it.

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:  
American motives and purposes are well explained in the materials.

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

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

Justification:  
The Spanish American War is detailed in a variety of ways.

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:  
The many issues surrounding the Panama Canal are addressed in several different resources.

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:  
There are over 30 resources aligned to this standard, which examine World War I in numerous ways.

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:  
Students are given the opportunity to consider these issues in several lessons.

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:  
These new technologies, and their impacts, are discussed in detail.

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:  
Several resources are devoted to this standard.

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:  
While there are resources aligned to this standard, less attention is paid to the home front than to those serving abroad.

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

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

Justification:  
There is one lesson aligned to this standard, although it has an impact that is felt in other ways.

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:  
 Civil Rights as a whole is well considered in the materials.

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:  
 There are numerous resources students may use to examine this area. My one caution is that I found some elements of bias in some of the video information linked to this topic, and would want to caution teachers to pre-watch and use them accordingly.

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:  
 There is one lesson aligned with this standard.

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:  
 Students have sufficient resources available to explain this matter.

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:  
 The materials include lessons that align with this standard.

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:  
 Several resources are included that enable students to engage in this evaluation.

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:  
 Powerpoints, readers, and other resources delve into this topic.

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:  
 Numerous materials are provided that help students make this analysis.

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:  
 Lessons are included which examine rights for African Americans, women, Asian Americans, and Hispanic Americans.

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:  
 There are four lessons which address their views.

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:  
 Document based activities, readings, and visual analysis are all provided to support this standard.

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:

There are a wide variety of resources on this topic.

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:

Multiple lessons and resources are included to help students achieve this standard.

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:

The materials provide several lessons and readings in this area.

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:

Numerous activities and resources are provided to explain the causes and repercussions of the Korean War.

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

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

Justification:

The materials include several elements that provide opportunities to engage in this analysis.

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:

There are over 30 lessons and resources to be used by students to help them understand 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:

One lesson correlates to this standard.

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:

There are resources to help students do this, although I think they could provide more detail.

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:

The Holocaust and its impact is described in multiple resources.

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:

Students have several opportunities to examine this.

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:

Domestic policy in the wake of the war is examined in numerous resources.

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 reasoning behind the use of such weapons and the nature of the Japanese as combatants are thoroughly discussed, as is the aftermath of the bombings.

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 an excellent document based activity regarding the Nuremberg trials.

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

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

Justification:

McCarthyism and cold war policies are discussed in detail.

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 materials could go farther with this, in my opinion.

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

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

Justification:

The materials do a good job examining this.

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:

The impact of these events on the morale of the people and the lack of trust in the government are explained in detail.

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:

Students are given numerous resources to help them in this.

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

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

Justification:

The resources provide as current an understanding as possible.

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:

Numerous resources are provided to aid students in this analysis.

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:

Students have several opportunities to consider these issues.

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:

Many materials are included which will help students in analyzing these effects.

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:

Considering how current an issue this is, it is nice to see the resources included here. I know that the materials can't be up to the minute, but immigration is a growing issue and it will benefit students to have a thorough background in it.

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 one lesson that aligns with this standard.

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 post war prosperity as a whole is described well, but comparisons between different groups are less thorough.

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:

A wide variety of resources are included that meet this standard.

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:

Students are given several opportunities to engage in this evaluation.

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 various approaches are discussed at length.

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 materials seem very thorough in this regard.

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:

I believe students will have plenty of material with which to assess this.

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:

This area seems particularly well done.

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:

Several resources are included to further this goal.

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:

Numerous geographic terms and concepts are woven throughout the materials and activities.

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

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

Justification:

This standard is addressed in one lesson.

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:

Students have opportunities to engage in this identification.

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

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

Justification:

This standard is represented, but could be more thoroughly explained given the migration that is part of American history.

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:

There are more resources available here than with the previous standard, and I think it is more thoroughly covered.

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:

There are several lessons and resources that offer opportunities for such cultural analysis.

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:

As with the previous standard, students have several opportunities to engage in this.

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:

Students have the opportunity to consider such artistic movements as the Harlem Renaissance and the Beat movement.

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:

There are several lessons aligned to this standard.

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:

Numerous activities throughout the course allow ELL students to communicate for these purposes.

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:

Again, there are a wide variety of activities and assignments throughout the course that require ELL students to engage in this behavior.

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 is one lesson that aligns with this standard.

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:

Numerous primary and secondary sources are shared throughout the entire course. Students are regularly required to cite text evidence in this way.

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

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

Justification:

There are a wide variety of assignments requiring students to exercise summarization techniques.

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:

Students are regularly engaged in evaluating such explanations.

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:

Several opportunities are provided for students to determine meaning in texts.

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:

A variety of primary sources from different time periods and from differently educated people are provided, including some which are very complex. Students have the opportunity to engage with those texts in an in depth way.

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:

Varying sides of an issue are regularly presented, including the use of differing primary sources, and students are able to evaluate these authors' perspectives.

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:

Again, students have numerous opportunities to consider sources in various formats.

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:

The document based activities and primary sources provided align with this standard.

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:

Students are regularly required to integrate information in this way in order to come to their own understanding.

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:

Although varying levels of texts are provided for teachers to use to scaffold learning, there are many grade level appropriate texts, as well.

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 numerous group activities of various kinds woven throughout the course which require this kind of communication.

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:

Students are regularly asked to put themselves in the place of a historical figure and, using the information they had, make a decision about how to proceed. One notable example which I thought was excellent was the role playing activity where students portray Lincoln and some of his advisors as he considers how to respond to the situation at Ft. Sumter.

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:

Several primary resources of speeches, and even some recorded speeches, are provided for use by students in performing such evaluations.

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:

Students engaged in the various activities suggested in the course materials will regularly have occasion to present such information.

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:

Several of the "Applying Common Core" activities, specifically, require students to engage in such writing.

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:

As with the previous standard, several opportunities are provided for students to write such texts.

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 writing opportunities woven throughout the whole course.

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:

Students have a wide variety of resources to help them strengthen their writing in this way.

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

**VERY GOOD ALIGNMENT**    **GOOD ALIGNMENT**    FAIR ALIGNMENT    POOR ALIGNMENT    VERY POOR/NO ALIGNMENT  
 Justification:  
 There are several lessons that align with this standard in the materials.

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:  
 Many activities are provided which require such research.

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:  
 Students have numerous opportunities to meet this standard.

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:  
 Every lesson includes informational text that requires the student to reflect and analyze.

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:  
 A wide variety of writing opportunities, both short term and long term, are included in the materials.

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:  
 This is a math standard, and so not one you might expect to see well aligned to a social studies text. But there are numerous activities and assignments which require students to consider problems of the past and how they would solve them, and as such I feel this standard is well met within these materials.

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:  
 Again, this is a math standard, but again I feel it is well met through the various opportunities students have to argue for their own point of view or to critique someone else's.

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

**VERY GOOD ALIGNMENT**    GOOD ALIGNMENT    FAIR ALIGNMENT    POOR ALIGNMENT    VERY POOR/NO ALIGNMENT  
 Justification:  
 The materials include several opportunities for students to use mathematical tools such as bar graphs, line graphs, and chart related word problems.

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

**VERY GOOD ALIGNMENT**    GOOD ALIGNMENT    FAIR ALIGNMENT    POOR ALIGNMENT    VERY POOR/NO ALIGNMENT  
 Justification:  
 In conjunction with the previous standard, students are expected to use bar graphs, line graphs, charts, and other tools carefully and with precision, understanding that data is important and should be accurately reflected and interpreted in order to be understood.

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