



## INSTRUCTIONAL MATERIALS ADMINISTRATOR

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### Recommendation

Yes

**Comments:** Strengths: The material is engaging. All readings are at two different reading levels if you want to print them, and if you can assign them online to the students then the students can use the dictionary and read along tools to assist with comprehension. I appreciated the fact that for longer passages, that it was broken up and comprehension questions asked throughout instead of at the end.

Another strength is that the activities engage the students instead in active learning. The students are given an activity or problem and through the lesson are learning the standard while using critical thinking skills.

Weaknesses: The only weakness I found was that all the standards are not covered in the set curriculum. This causes the teacher to search for those standards within the content activities if the district has access to them all. Many of the activities don't correspond to Florida curriculum either, there is not enough to choose from, or they can not be edited for differentiating.

Overall effectiveness: The material can be extremely effective if the teacher is willing to search for the content for related activities for standards not covered in the curriculum. The materials allow students to work at their own pace if the students have their access to the internet while in class and at home.

### Material for Review

**Course:** World Cultural Geography (2103300)

**Title:** Active Classroom World Cultures Geography License with Florida Standards Based Curriculum Map , Edition: n/a

**Copyright:** 2016

**Author:** Social Studies School Service

**Grade Level:** 9 - 12

### Content

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

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

5 - VERY GOOD ALIGNMENT

4 - GOOD ALIGNMENT

3 - FAIR ALIGNMENT

2 - POOR ALIGNMENT

1 - VERY POOR/NO ALIGNMENT

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

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

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

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

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

Justification:

Many of the standards are not part of the World Geography curriculum. A teacher has to search for many of the standards under "all content."

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:

Many of the readings have a beginning and advanced level. The site also allows ESOL readers to translate and define words with a click of the button.

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:

Many of the materials can be printed and used in a classroom that doesn't have computer access for all students. The site allows teachers to add their own activities and to edit activities already embedded in the curriculum. But to differentiate instruction will be difficult for a teacher that doesn't have computer access for her students.

**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:

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:

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:

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:

**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:

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:

**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:

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:

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

**VERY GOOD ALIGNMENT**    GOOD ALIGNMENT    FAIR ALIGNMENT    POOR ALIGNMENT    VERY POOR/NO ALIGNMENT  
Justification:  
The content is provided with follow up questions and expansion activities.

**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:

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:

**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:  
Many of the standards are not covered (SS.912.A; SS.912.C; SS.912.G.2.3; G.4.1-3; G.4.7; G.4.9; SS.912.H.3.1; etc) directly within the curriculum, but can be accessed with a search through activities by standard or keyword.

**Presentation**

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

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**A. Comprehensiveness of Student and Teacher Resources**<sup>1</sup>. 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:

All of the standards are covered with hands on material.

**B. Alignment of Instructional Components**<sup>2</sup>. 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:

Most of the standards are not covered within the curriculum. The teacher will have to search within the content activities and add them to the curriculum.

**C. Organization of Instructional Materials**<sup>3</sup>. 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:

Most of the standards are not covered within the curriculum. The teacher will have to search within the content activities and add them to the curriculum.

**D. Readability of Instructional Materials**<sup>4</sup>. 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:

A dictionary that provides the definition of the word along with a picture. There is also a read-a-long component.

**E. Pacing of Content**<sup>5</sup>. 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 teacher is able to set the pace within the program.

**Accessibility**<sup>6</sup>. 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:

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

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

**Justification:**

The presentation is extraordinary, but the curriculum is not completely aligned with Florida's standards. Many of the standards are not covered within the set World Geography curriculum. This will cause a teacher to search for content within the site and add it to the activities they have chosen.

**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:**

The material allows for a teacher to choose videos, readings, comprehension questions, extension activities, quizzes, and writing assignments.

**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:**

**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:**

**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:**

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:**

Assignments aligned to high school reading level, but if a student was lower than that a teacher would not be able to use it.

**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:**

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:

Many of the assignments provide graphic organizers, comprehension questions, and extension activities.

**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:

Graphic organizers are provided, comprehension and extension activities are provided. All of these can be done individually, small groups, or class discussions.

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:

**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:

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:

**Universal Design for Learning** 12. This submission incorporates strategies, materials, activities, etc., that consider the needs of all students.

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

Justification:

The only problem I see is that some students don't read on a high school level and a teacher would need to be able to access lower reading levels for assignments.

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:

The only problem I see is that some students don't read on a high school level and a teacher would need to be able to access lower reading levels for assignments. It would be helpful if the teacher was able to change the lexile for certain students while keeping it the same for the rest of the students.

**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 activity for this standard is not part of the World Geography curriculum. A teacher has to search for this activity under all content.

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:

The activity for this standard is not part of the World Geography curriculum. A teacher has to search for this activity under all content.

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:

Only has three activities that address this: French and Indian War, 9/11, and Long Journey to America

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

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

Justification:

The activity for this standard is not part of the World Geography curriculum. A teacher has to search for this activity under all content.

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

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

Justification:

The activity for this standard is not part of the World Geography curriculum. A teacher has to search for this activity under all content. There is only one activity for 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:

The activity for this standard is not part of the World Geography curriculum. A teacher has to search for this activity under all content. Only one activity.

7. **SS.912.C.4.1:** Explain how the world's nations are governed differently.

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

Justification:

The activity for this standard is not part of the World Geography curriculum. A teacher has to search for this activity under all content.

8. **SS.912.C.4.2:** Evaluate the influence of American foreign policy on other nations and the influences of other nations on American policies and society.

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

Justification:

The activity for this standard is not part of the World Geography curriculum. A teacher has to search for this activity under all content.

9. **SS.912.C.4.3:** Assess human rights policies of the United States and other countries.

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

Justification:

The activity for this standard is not part of the World Geography curriculum. A teacher has to search for this activity under all content.

10. **SS.912.G.1.1:** Design maps using a variety of technologies based on descriptive data to explain physical and cultural attributes of major world regions.

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

11. **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:

12. **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:

13. **SS.912.G.1.4:** Analyze geographic information from a variety of sources including primary sources, atlases, computer, and digital sources, Geographic Information Systems (GIS), and a broad variety of maps.

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

14. **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:

15. **SS.912.G.2.2:** Describe the factors and processes that contribute to the differences between developing and developed regions of the world.

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

16. **SS.912.G.2.3:** Use geographic terms and tools to analyze case studies of regional issues in different parts of the world that have critical economic, physical, or political ramifications.

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

The activity for this standard is not part of the World Geography curriculum. A teacher has to search for this activity under all content. One assignment.

17. **SS.912.G.4.1:** Interpret population growth and other demographic data for any given place.

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

The activity for this standard is not part of the World Geography curriculum. A teacher has to search for this activity under all content.

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

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

The activity for this standard is not part of the World Geography curriculum. A teacher has to search for this activity under all content.

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

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

The activity for this standard is not part of the World Geography curriculum. A teacher has to search for this activity under all content.

20. **SS.912.G.4.7:** Use geographic terms and tools to explain cultural diffusion throughout places, regions, and the world.

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

The activity for this standard is not part of the World Geography curriculum. A teacher has to search for this activity under all content.

21. **SS.912.G.4.9:** Use political maps to describe the change in boundaries and governments within continents over time.

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



Justification:

The activity for this standard is not part of the World Geography curriculum. A teacher has to search for this activity under all content.

22. **SS.912.H.1.4:** Explain philosophical beliefs as they relate to works in the arts.

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

Justification:

Only one assignment.

23. **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:

The activity for this standard is not part of the World Geography curriculum. A teacher has to search for this activity under all content.

24. **SS.912.W.1.1:** Use timelines to establish cause and effect relationships of historical events.

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

Justification:

The activity for this standard is not part of the World Geography curriculum. A teacher has to search for this activity under all content.

25. **SS.912.W.1.2:** Compare time measurement systems used by different cultures.

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

Justification:

The activity for this standard is not part of the World Geography curriculum. A teacher has to search for this activity under all content.

26. **SS.912.W.1.3:** Interpret and evaluate primary and secondary sources.

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

Justification:

The activity for this standard is not part of the World Geography curriculum. A teacher has to search for this activity under all content.

27. **SS.912.W.1.4:** Explain how historians use historical inquiry and other sciences to understand the past.

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

Justification:

The activity for this standard is not part of the World Geography curriculum. A teacher has to search for this activity under all content.

28. **SS.912.W.1.5:** Compare conflicting interpretations or schools of thought about world events and individual contributions to history (historiography).

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

Justification:

The activity for this standard is not part of the World Geography curriculum. A teacher has to search for this activity under all content.

29. **SS.912.W.1.6:** Evaluate the role of history in shaping identity and character.

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

Justification:

The activity for this standard is not part of the World Geography curriculum. A teacher has to search for this activity under all content.

30. **SS.912.W.2.13:** Explain how Western civilization arose from a synthesis of classical Greco-Roman civilization, Judeo-Christian influence, and the cultures of northern European peoples promoting a cultural unity in Europe.

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

Justification:

The activity for this standard is not part of the World Geography curriculum. A teacher has to search for this activity under all content.

31. **SS.912.W.2.16:** Trace the growth and development of a national identity in the countries of England, France, and Spain.

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

Justification:

32. **SS.912.W.2.19:** Describe the impact of Japan's physiography on its economic and political development.

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

Justification:

33. **SS.912.W.2.20:** Summarize the major cultural, economic, political, and religious developments in medieval Japan.

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

Justification:

The activity for this standard is not part of the World Geography curriculum. A teacher has to search for this activity under all content.

34. **SS.912.W.2.22:** Describe Japan's cultural and economic relationship to China and Korea.

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

Justification:

The activity for this standard is not part of the World Geography curriculum. A teacher has to search for this activity under all content.

35. **SS.912.W.3.1:** Discuss significant people and beliefs associated with Islam.

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

Justification:

36. **SS.912.W.3.13:** Compare economic, political, and social developments in East, West, and South Africa.

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

Justification:

37. **SS.912.W.3.18:** Compare the key economic, cultural, and political characteristics of the major civilizations of Meso and South America.

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

Justification:

38. **SS.912.W.3.2:** Compare the major beliefs and principles of Judaism, Christianity, and Islam.

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

Justification:

39. **SS.912.W.9.2:** Describe the causes and effects of post-World War II economic and demographic changes.

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

Justification:

The activity for this standard is not part of the World Geography curriculum. A teacher has to search for this activity under all content.

40. **SS.912.W.9.3:** Explain cultural, historical, and economic factors and governmental policies that created the opportunities for ethnic cleansing or genocide in Cambodia, the Balkans, Rwanda, and Darfur, and describe various governmental and non-governmental responses to them.

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

Justification:

41. **SS.912.W.9.4:** Describe the causes and effects of twentieth century nationalist conflicts.

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

Justification:

42. **SS.912.W.9.5:** Assess the social and economic impact of pandemics on a global scale, particularly within the developing and under-developed world.

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

Justification:

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

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

Justification:

The activity for this standard is not part of the World Geography curriculum. A teacher has to search for this activity under all content.

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

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

Justification:

The activity for this standard is not part of the World Geography curriculum. A teacher has to search for this activity under all content.

45. **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:

The activity for this standard is not part of the World Geography curriculum. A teacher has to search for this activity under all content.

46. **LAFS.910.RH.1.1:** Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

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

Justification:

The activity for this standard is not part of the World Geography curriculum. A teacher has to search for this activity under all content. Use of DBQs and other writing activities.

47. **LAFS.910.RH.1.2:** Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

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

Justification:

The activity for this standard is not part of the World Geography curriculum. A teacher has to search for this activity under all content. Use of DBQs and other writing activities.

48. **LAFS.910.RH.1.3:** Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

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

Justification:

The activity for this standard is not part of the World Geography curriculum. A teacher has to search for this activity under all content. Use of DBQs and other writing activities.

49. **LAFS.910.RH.2.4:** Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.

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

Justification:

The activity for this standard is not part of the World Geography curriculum. A teacher has to search for this activity under all content. Use of DBQs and other writing activities.

50. **LAFS.910.RH.2.5:** Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.

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

Justification:

The activity for this standard is not part of the World Geography curriculum. A teacher has to search for this activity under all content. Use of DBQs and other writing activities.

51. **LAFS.910.RH.2.6:** Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

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

Justification:

The activity for this standard is not part of the World Geography curriculum. A teacher has to search for this activity under all content. Use of DBQs and other writing activities.

52. **LAFS.910.RH.3.7:** Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.

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

Justification:

The activity for this standard is not part of the World Geography curriculum. A teacher has to search for this activity under all content. Use of DBQs and other writing activities.

53. **LAFS.910.RH.3.8:** Assess the extent to which the reasoning and evidence in a text support the author's claims.

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

Justification:

The activity for this standard is not part of the World Geography curriculum. A teacher has to search for this activity under all content. Use of DBQs and other writing activities.

54. **LAFS.910.RH.3.9:** Compare and contrast treatments of the same topic in several primary and secondary sources.

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

Justification:

The activity for this standard is not part of the World Geography curriculum. A teacher has to search for this activity under all content. Use of DBQs and other writing activities.

55. **LAFS.910.RH.4.10:** By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently.

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

Justification:

The activity for this standard is not part of the World Geography curriculum. A teacher has to search for this activity under all content. Use of DBQs and other writing activities.

56. **LAFS.910.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 9–10 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 set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.

**c.** Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.

**d.** Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

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

Justification:

The activity for this standard is not part of the World Geography curriculum. A teacher has to search for this activity under all content. Use of DBQs and other writing activities.

57. **LAFS.910.SL.1.2:** Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

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

Justification:

The activity for this standard is not part of the World Geography curriculum. A teacher has to search for this activity under all content. Use of DBQs and other writing activities.

58. **LAFS.910.SL.1.3:** Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

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

Justification:

The activity for this standard is not part of the World Geography curriculum. A teacher has to search for this activity under all content. Use of DBQs and other writing activities.

59. **LAFS.910.SL.2.4:** Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

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

Justification:

The activity for this standard is not part of the World Geography curriculum. A teacher has to search for this activity under all content. Use of DBQs and other writing activities.

60. **LAFS.910.WHST.1.1:** Write arguments focused on discipline-specific content.

**a.** Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.

**b.** Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.

**c.** Use words, phrases, and clauses 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:

The activity for this standard is not part of the World Geography curriculum. A teacher has to search for this activity under all content. Use of DBQs and other writing activities.

61. **LAFS.910.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 ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

**b.** Develop the topic with well-chosen, relevant, and sufficient 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 ideas and concepts.
- d. Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.
- e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

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

Justification:

The activity for this standard is not part of the World Geography curriculum. A teacher has to search for this activity under all content. Use of DBQs and other writing activities.

62. **LAFS.910.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:

The activity for this standard is not part of the World Geography curriculum. A teacher has to search for this activity under all content. Use of DBQs and other writing activities.

63. **LAFS.910.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:

The activity for this standard is not part of the World Geography curriculum. A teacher has to search for this activity under all content. Use of DBQs and other writing activities.

64. **LAFS.910.WHST.2.6:** Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

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

Justification:

The activity for this standard is not part of the World Geography curriculum. A teacher has to search for this activity under all content. Use of DBQs and other writing activities.

65. **LAFS.910.WHST.3.7:** Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

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

Justification:

The activity for this standard is not part of the World Geography curriculum. A teacher has to search for this activity under all content. Use of DBQs and other writing activities.

66. **LAFS.910.WHST.3.8:** Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

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

Justification:

The activity for this standard is not part of the World Geography curriculum. A teacher has to search for this activity under all content. Use of DBQs and other writing activities.

67. **LAFS.910.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:

The activity for this standard is not part of the World Geography curriculum. A teacher has to search for this activity under all content. Use of DBQs and other writing activities.

68. **LAFS.910.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:

The activity for this standard is not part of the World Geography curriculum. A teacher has to search for this activity under all content. Use of DBQs and other writing activities.

69. **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:

The activity for this standard is not part of the World Geography curriculum. A teacher has to search for this activity under all content. Use of DBQs and other writing activities.

70. **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:

The activity for this standard is not part of the World Geography curriculum. A teacher has to search for this activity under all content. Use of DBQs and other writing activities.

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

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

Justification:

The activity for this standard is not part of the World Geography curriculum. A teacher has to search for this activity under all content. Use of DBQs and other writing activities.

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

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

Justification:

The activity for this standard is not part of the World Geography curriculum. A teacher has to search for this activity under all content. Use of DBQs and other writing activities.

If you have questions contact Office of Instructional Materials, [imstaff@fldoe.org](mailto:imstaff@fldoe.org) or 850-245-0425

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