



INSTRUCTIONAL MATERIALS ADMINISTRATOR

Welcome Alison Harte!

Home

Change Password

Log-out

Recommendation

Yes

Comments: I do recommend this material for adoption. The whole text is well-thought out and developed. Students will have ample opportunities to think on their own and develop their own critical thinking skills. I do have a couple of concerns. One is that there isn't an actual textbook for the schools that are not "high tech," which means the teacher would have to print out the activities/readings, make copies, and then store them after the fact. May seem like a small thing, but the copying and printing costs would add up quickly. This has nothing to do with the actual program, however. It aligns great to Florida Standards, just about every standard has two or more activities. The "big" standards have so many different possibilities for curriculum that every type of learner would be covered.

This curriculum would be beneficial to those teachers/students that are highly technological. It would take quite a bit for a teacher used to textbooks to get away from it.

My other concern is lack of technology in some schools. I know of many schools that once testing season hits, the possibility of getting a laptop cart is unheard of. And we still have many students that do not have access to the Internet on a day-to-day basis. I do realize that many places offer free wifi but if all you have is a smart phone, how difficult would it be to read and respond to some of the activities in this text. I think it would be difficult. Which then leads to the multitude of copying and printing.

Material for Review

Course: World History (2109310)

Title: Active Classroom World History Teacher 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.

To answer each item, select the appropriate rating.

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.

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.

- Reviewers are instructed that submissions should be consistently rated as 5 or 4 to be recommended for adoption. Materials that are consistently rated 2 or 1 are not expected to be recommended for adoption.

- Justification and Comments are strongly encouraged for each rating. Please use the Justification/Comments section to list any strengths, weaknesses, concerns, issues, and/or to provide examples supporting the rating. Your comments maybe used by publishers to help them improve their products
- 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 curriculum1. 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:

I did a comparison between the list of Florida Standards and what the curriculum covers and they match. The publisher also lists out what activities meets each standard so there is a quick correlation between the two.

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:

Looking at the standards and the activities provided, there are ample opportunities for students to use the information they are learning in class. For example, if there is a reading passage with background information in it, then following up is usually a DBQ or some other activity where the student must draw upon knowledge gained from the reading assignment in order to draw conclusions in the next activity.

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:

You look for a specific set of standards there is a range of activities the teacher can choose from to use. A teacher will not be stuck doing the same types of activities over and over in order to cover the curriculum.

B. Level of Treatment4. 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 reading assignments cover the information needed. However, I do see where some students may run into problems with the passages being electronic. The focus of the curriculum is electronic based, but teachers can print the information out. This is good, but I can see where some students may lose focus of the information with everything being electronic, assuming the teacher doesn't make copies of everything. There are plenty of ways to highlight text and make notations.

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:

Content is on-level and the vocabulary being used is challenging without being too hard.

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:

Content is on-level and is challenging.

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:

There are so many activities to choose from, as a teacher, I would worry that I was missing something important, even though I know I am following the standards.

C. Expertise for Content Development8. 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:

Excellent diversity here showing both sides of history.

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:

Excellent choices and not always set up in a DBQ format.

D. Accuracy of Content10. D. The content is presented accurately. (Material should be devoid of typographical or visual errors).

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

Justification:

I didn't see any errors in the sections I read through.

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:

There is an obvious attempt of showing both sides of history. I focused on the Byzantine Empire because there is the several different issues happening - the Islamic Empire knocking at the door of the Empire being one of them. I looked specifically at an activity called The Historian's Apprentice - Christian Muslim Encounters in the Middle Ages. Both sides are shown in a positive manner.

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

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

Justification:

The content covers all aspects of World History and follows the Florida Standards

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

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

Justification:

I did not see any mistakes

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:

It appears to be current and up-to-date with the most current research.

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

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

Justification:

The vocabulary and such are at the appropriate Lexile and are on grade level. I found that the readings and such would be challenging.

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:

I love the fact that there is a dictionary right there for the students to use. The picture dictionary is a little confusing though for someone learning English.

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

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

Justification:

Students would be challenged using this text. The different activities would be challenging and cause them to think outside of the box with the different aspects of history. By making them think about why people reacted or debate what leaders should have done would cause students to see how they can use this information and the ways of looking at history in their own lives. It is teaching the students important critical thinking skills.

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 by having the students look at all sides of the argument is teaching them valuable skills. This book sets up the ideas of debates and being historians very well.

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

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

Justification:

I did not see any biases.

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:

History is sticky and this book does a good job in being fair and humane, But sometimes there is just not a way to "sanitize" every aspect, this book handles those situations fairly well.

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

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

Justification:

This book covers all parts of the Florida Standards for World History 9 - 12.

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 back to complete at a later time. All items must be answered for a section to be considered complete.

To answer each item, select the appropriate rating.

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.

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.

- Reviewers are instructed that submissions should be consistently rated as 5 or 4 to be recommended for adoption. Materials that are consistently rated 2 or 1 are not expected to be recommended for adoption.
- Justification and Comments are strongly encouraged for each rating. Please use the Justification/Comments section to list any strengths, weaknesses, concerns, issues, and/or to provide examples supporting the rating. Your comments maybe used by publishers to help them improve their products
- 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. Comprehensiveness of Student and Teacher Resources1. A. The comprehensiveness of the student resources address the targeted learning outcomes without requiring the teacher to prepare additional teaching materials for the course.

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

Justification:

There is very little to none that a teacher would have to prepare additional teaching materials.

B. Alignment of Instructional Components2. B. All components of the major tool align with the curriculum and each other.

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

Justification:

Yes, all components align with curriculum. There are multiple activities for each section. For example, there's a reading passage then there's several other options for taking the students further, like DBQs, debates, atlas/map work, decision-making opportunities, and exploring different aspects of life.

C. Organization of Instructional Materials3. C. The materials are consistent and logical organization of the content for the subject area.

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

Justification:

Yes, there is logical organization throughout the text. You put in a subject matter and all parts of that relate to that topic show up. You can then pick and choose what you want to do and what is not appropriate. It gives a teacher a chance to do something different each unit.

D. Readability of Instructional Materials4. D. Narrative and visuals engage students in reading or listening as well as in understanding of the content at a level appropriate to the students' abilities.

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

Justification:

The reading passages are interesting and will hold the attention of students. They are little bare-bones, which is good if a teacher does other activities with the passage.

E. Pacing of Content5. E. The amount of content presented at one time or the pace at which it is presented must be of a size or rate that allows students to perceive and understand it.

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

Justification:

The amount of content can be fast-paced or slowed down depending on the needs of the students.

Accessibility6. The material contains presentation, navigation, study tool and assistive supports that aid students, including those with disabilities, to access and interact with the material. (For assistance refer to the answers on the UDL questionnaire).

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

Justification:

The text has ways of highlighting and annotating the text as the students read it. It also has a dictionary readily available for the students to use. The picture dictionary meant for ELL students can be a little confusing. I do like how students can also listen to the computer reading the passage to them. It is easy to follow and would really help ELL and other students with learning disabilities to understand the content. There are multiple ways for students to understand content and be able to use the historical thinking skills during class activities.

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 great. My only concern is that this is entirely a computer based text. To get the most out of the text the classroom would need to have access to computers or technology just about every day. Yes, a teacher can print out documents and such, but you would lose some of the accessibility of the program.

Learning

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.

To answer each item, select the appropriate rating.

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.

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.

- Reviewers are instructed that submissions should be consistently rated as 5 or 4 to be recommended for adoption. Materials that are consistently rated 2 or 1 are not expected to be recommended for adoption.
- Justification and Comments are strongly encouraged for each rating. Please use the Justification/Comments section to list any strengths, weaknesses, concerns, issues, and/or to provide examples supporting the rating. Your comments maybe used by publishers to help them improve their products
- 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. Motivational Strategies1. A. Instructional materials include features to maintain learner motivation.

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

Justification:

I list this as fair because it is all up to what is assigned by the teacher. Students would not necessarily have access to everything and if they are more interested in something they would be sent to the Internet for it, instead of maybe looking at pictures/maps inside the textbook. If a teacher doesn't do the other activities, then the motivation to learn would not necessarily be there for the kids.

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

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

Justification:

The subject is broken up into major learning units allowing a teacher to thoroughly teach the concepts and themes of World History. The plus to this text is the other activities provided - DBQs being readily available with primary sources right there - instead of a teacher trying to make them. This will help the teacher thoroughly teach the big ideas.

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

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

Justification:

Yes, this is accomplished in both the directions of the the activity and the answer key given to the teacher.

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

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

Justification:

There are many different activities that encourage individual thinking through debates, thinking like a historian, DBQs, and making connections to today.

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:

With the plethora of activities available a teacher can include all types of learners.

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

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

Justification:

Yes, there is very little here for the students to just check out and just do the bare minimum to get by. These are not your usual worksheets just given to students to do without really digging deep into them.

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:

I love how the students read the passage - getting the basics, then they can expand their knowledge by figuring out how the leaders made decisions and why they made the decisions they did. This also works with the debates. It makes the students "walk a mile in someone else's shoes."

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

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

Justification:

Yes. All aspects are covered.

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:

Using all of the different activities, these materials would more than effective.

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

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

Justification:

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

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

Justification:

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

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

Justification:

The text does satisfy the learning requirements. I love the different activities provided without having to look for them. I have always wanted my students to say that their brains hurt after class because I make them think hard. I believe if the text is used the way it is set up then there will be significant learning accomplished by students.

Standards

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.

To answer each item, select the appropriate rating.

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.

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.

- Reviewers are instructed that submissions should be consistently rated as 5 or 4 to be recommended for adoption. Materials that are consistently rated 2 or 1 are not expected to be recommended for adoption.
- Justification and Comments are strongly encouraged for each rating. Please use the Justification/Comments section to list any strengths, weaknesses, concerns, issues, and/or to provide examples supporting the rating. Your comments maybe used by publishers to help them improve their products
- 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.

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

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

1. **SS.912.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:

There is one activity for this standard, but it is in depth.

2. **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:

There is 10 activities for this standard. Most of these activities are PowerPoints explaining the different terms of geography and how to use geography.

3. **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 tags along with G.1.1. But the lessons cover both standards and how to use them on-going.

4. **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:

As I'm looking at the standards for geography they are all inter-related, which they should be, so by teaching the activities associated with the geography unit, you are teaching all of the different standards. This is meant to be taught early on in the year so a teacher can use the information throughout.

5. **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:

6. **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:

7. **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:
This is focused on the 20th century where the data is more easily understood.

8. **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:
Has an awesome activity that the kids would love about Zombie Based Geography. The kids would eat that up!

9. **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:
Uses mainly US data, which I think is interesting. Immigration/migration took place throughout history, so why are we focused on the US. The data would be easier for students to understand, however.

10. **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:
I think this should be covered a little deeper because the idea of cultural diffusion throughout the world does help explain how some of the tensions happen and causes wars or revolts. However, this is a small section and is used to explain, so once the information is given and understood then the students should be able to explain how things work afterwards.

11. **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:
One activity but it is appropriate.

12. **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:
Covers the Europe, the Americas, Middle Eastern, Egyptian, Greek, Roman, Asian, and African. All major areas have examples.

13. **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:
Several activities, most with Atlas work.

14. **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:
Only three timeline activities are in the text. I think there should be some additional ones with like the causes of World War I/World War II, the Cold War, Imperialism, and colonialism. Timelines should be incorporated more often. Students lose the idea of different things happening at the same time and one of those ways to get it across is through timelines.

15. **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:

16. **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:
Many activities including DBQs with each section.

17. **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:

Excellent diversity in activities and in every unit.

18. **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 text teaches this standard to prepare students to use it during evaluation of primary and secondary sources during DBQs.

19. **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:

20. **SS.912.W.2.1:** Locate the extent of Byzantine territory at the height of the empire.

VERY GOOD ALIGNMENT **GOOD ALIGNMENT** FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT
 Justification:
 Atlas work and part of a DBQ

21. **SS.912.W.2.10:** Describe the orders of medieval social hierarchy, the changing role of the Church, the emergence of feudalism, and the development of private property as a distinguishing feature of Western Civilization.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT
 Justification:
 several activities including reading passages, a DBQ, and every day life discussions.

22. **SS.912.W.2.11:** Describe the rise and achievements of significant rulers in medieval Europe.

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

23. **SS.912.W.2.12:** Recognize the importance of Christian monasteries and convents as centers of education, charitable and missionary activity, economic productivity, and political power.

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

24. **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:

25. **SS.912.W.2.14:** Describe the causes and effects of the Great Famine of 1315-1316, The Black Death, The Great Schism of 1378, and the Hundred Years War on Western Europe.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT
 Justification:
 Videos, DBQs, many different activities which would help all different types of learners.

26. **SS.912.W.2.15:** Determine the factors that contributed to the growth of a modern economy.

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

27. **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:

28. **SS.912.W.2.17:** Identify key figures, artistic, and intellectual achievements of the medieval period in Western Europe.

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

29. **SS.912.W.2.18:** Describe developments in medieval English legal and constitutional history and their importance to the rise of modern

democratic institutions and procedures.

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

Justification:

All of these standards are interconnected, which I think is great because it allows students to see how it all connects but yet see how the differences between countries developed. It also shows the changes in the governmental system and how kings/queens are starting to establish absolute monarchies, which we will see in a future unit.

30. **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:

31. **SS.912.W.2.2:** Describe the impact of Constantine the Great's establishment of "New Rome" (Constantinople) and his recognition of Christianity as a legal religion.

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

Justification:

32. **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:

33. **SS.912.W.2.21:** Compare Japanese feudalism with Western European feudalism during the Middle Ages.

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

Justification:

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:

35. **SS.912.W.2.3:** Analyze the extent to which the Byzantine Empire was a continuation of the old Roman Empire and in what ways it was a departure.

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

Justification:

36. **SS.912.W.2.4:** Identify key figures associated with the Byzantine Empire.

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

Justification:

37. **SS.912.W.2.5:** Explain the contributions of the Byzantine Empire.

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

Justification:

The activities relate from the Fall of Rome to the Fall of the Byzantine Empire, so students see the beginning and end.

38. **SS.912.W.2.6:** Describe the causes and effects of the Iconoclast controversy of the 8th and 9th centuries and the 11th century Christian schism between the churches of Constantinople and Rome.

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

Justification:

39. **SS.912.W.2.7:** Analyze causes (Justinian's Plague, ongoing attacks from the "barbarians," the Crusades, and internal political turmoil) of the decline of the Byzantine Empire.

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

Justification:

Covers all of the different parts that are in the "memo" section of the Standards.

40. **SS.912.W.2.8:** Describe the rise of the Ottoman Turks, the conquest of Constantinople in 1453, and the subsequent growth of the Ottoman empire under the sultanate including Mehmet the Conqueror and Suleyman the Magnificent.

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

41. **SS.912.W.2.9:** Analyze the impact of the collapse of the Western Roman Empire on Europe.

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

42. **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:
 They have a good alignment, but I do feel like there could be more done to explain the religion and culture since Islam is such a misunderstood religion in many parts of the world.

43. **SS.912.W.3.10:** Identify key significant economic, political, and social characteristics of Ghana.

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

44. **SS.912.W.3.11:** Identify key figures and significant economic, political, and social characteristics associated with Mali.

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

45. **SS.912.W.3.12:** Identify key figures and significant economic, political, and social characteristics associated with Songhai.

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

46. **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:

47. **SS.912.W.3.14:** Examine the internal and external factors that led to the fall of the empires of Ghana, Mali, and Songhai.

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

48. **SS.912.W.3.15:** Analyze the legacies of the Olmec, Zapotec, and Chavin on later Meso and South American civilizations.

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

49. **SS.912.W.3.16:** Locate major civilizations of Mesoamerica and Andean South America.

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

50. **SS.912.W.3.17:** Describe the roles of people in the Maya, Inca, and Aztec societies.

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

51. **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:

52. **SS.912.W.3.19:** Determine the impact of significant Meso and South American rulers such as Pacal the Great, Moctezuma I, and Huayna Capac.

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

53. **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:

54. **SS.912.W.3.3:** Determine the causes, effects, and extent of Islamic military expansion through Central Asia, North Africa, and the Iberian Peninsula.

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

55. **SS.912.W.3.4:** Describe the expansion of Islam into India and the relationship between Muslims and Hindus.

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

56. **SS.912.W.3.5:** Describe the achievements, contributions, and key figures associated with the Islamic Golden Age.

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

57. **SS.912.W.3.6:** Describe key economic, political, and social developments in Islamic history.

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

58. **SS.912.W.3.7:** Analyze the causes, key events, and effects of the European response to Islamic expansion beginning in the 7th century.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT
Justification:
Love the simulation with this standard.

59. **SS.912.W.3.8:** Identify important figures associated with the Crusades.

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

60. **SS.912.W.3.9:** Trace the growth of major sub-Saharan African kingdoms and empires.

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

61. **SS.912.W.4.1:** Identify the economic and political causes for the rise of the Italian city-states (Florence, Milan, Naples, Rome, Venice).

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

62. **SS.912.W.4.10:** Identify the major contributions of individuals associated with the Scientific Revolution.

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

63. **SS.912.W.4.11:** Summarize the causes that led to the Age of Exploration, and identify major voyages and sponsors.

VERY GOOD ALIGNMENT **GOOD ALIGNMENT** FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT
Justification:
DBQs available are great.

64. **SS.912.W.4.12:** Evaluate the scope and impact of the Columbian Exchange on Europe, Africa, Asia, and the Americas.

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

65. **SS.912.W.4.13:** Examine the various economic and political systems of Portugal, Spain, the Netherlands, France, and England in the Americas.

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

66. **SS.912.W.4.14:** Recognize the practice of slavery and other forms of forced labor experienced during the 13th through 17th centuries in East Africa, West Africa, Europe, Southwest Asia, and the Americas.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT
Justification:
Covers a very difficult subject well and with as much objectivity as possible.

67. **SS.912.W.4.15:** Explain the origins, developments, and impact of the trans-Atlantic slave trade between West Africa and the Americas.

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

68. **SS.912.W.4.2:** Recognize major influences on the architectural, artistic, and literary developments of Renaissance Italy (Classical, Byzantine, Islamic, Western European).

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

69. **SS.912.W.4.3:** Identify the major artistic, literary, and technological contributions of individuals during the Renaissance.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT
Justification:
Excellent examples and every major artist covered possible.

70. **SS.912.W.4.4:** Identify characteristics of Renaissance humanism in works of art.

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

71. **SS.912.W.4.5:** Describe how ideas from the Middle Ages and Renaissance led to the Scientific Revolution.

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

72. **SS.912.W.4.6:** Describe how scientific theories and methods of the Scientific Revolution challenged those of the early classical and medieval periods.

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

73. **SS.912.W.4.7:** Identify criticisms of the Roman Catholic Church by individuals such as Wycliffe, Hus and Erasmus and their impact on later reformers.

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

74. **SS.912.W.4.8:** Summarize religious reforms associated with Luther, Calvin, Zwingli, Henry VIII, and John of Leyden and the effects of the Reformation on Europe.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT
Justification:
Love how the different people are portrayed and how they allow the students to draw their own conclusions.

75. **SS.912.W.4.9:** Analyze the Roman Catholic Church's response to the Protestant Reformation in the forms of the Counter and Catholic Reformation.

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

76. **SS.912.W.5.1:** Compare the causes and effects of the development of constitutional monarchy in England with those of the development of absolute monarchy in France, Spain, and Russia.

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

77. **SS.912.W.5.2:** Identify major causes of the Enlightenment.

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

78. **SS.912.W.5.3:** Summarize the major ideas of Enlightenment philosophers.

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

79. **SS.912.W.5.4:** Evaluate the impact of Enlightenment ideals on the development of economic, political, and religious structures in the Western world.

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

80. **SS.912.W.5.5:** Analyze the extent to which the Enlightenment impacted the American and French Revolutions.

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

81. **SS.912.W.5.6:** Summarize the important causes, events, and effects of the French Revolution including the rise and rule of Napoleon.

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

82. **SS.912.W.5.7:** Describe the causes and effects of 19th Latin American and Caribbean independence movements led by people including Bolivar, de San Martin, and L' Ouverture.

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

83. **SS.912.W.6.1:** Describe the agricultural and technological innovations that led to industrialization in Great Britain and its subsequent spread to continental Europe, the United States, and Japan.

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

84. **SS.912.W.6.2:** Summarize the social and economic effects of the Industrial Revolution.

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

85. **SS.912.W.6.3:** Compare the philosophies of capitalism, socialism, and communism as described by Adam Smith, Robert Owen, and Karl Marx.

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

86. **SS.912.W.6.4:** Describe the 19th and early 20th century social and political reforms and reform movements and their effects in Africa, Asia, Europe, the United States, the Caribbean, and Latin America.

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

87. **SS.912.W.6.5:** Summarize the causes, key events, and effects of the unification of Italy and Germany.

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

88. **SS.912.W.6.6:** Analyze the causes and effects of imperialism.

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

89. **SS.912.W.6.7:** Identify major events in China during the 19th and early 20th centuries related to imperialism.

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

90. **SS.912.W.7.1:** Analyze the causes of World War I including the formation of European alliances and the roles of imperialism, nationalism, and militarism.

VERY GOOD ALIGNMENT **GOOD ALIGNMENT** FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT
Justification:
Lots of great activities that allow students to work through their own ideas.

91. **SS.912.W.7.10:** Summarize the causes and effects of President Truman's decision to drop the atomic bombs on Japan.

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

92. **SS.912.W.7.11:** Describe the effects of World War II.

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

93. **SS.912.W.7.2:** Describe the changing nature of warfare during World War I.

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

94. **SS.912.W.7.3:** Summarize significant effects of World War I.

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

95. **SS.912.W.7.4:** Describe the causes and effects of the German economic crisis of the 1920s and the global depression of the 1930s, and analyze how governments responded to the Great Depression.

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

96. **SS.912.W.7.5:** Describe the rise of authoritarian governments in the Soviet Union, Italy, Germany, and Spain, and analyze the policies and main ideas of Vladimir Lenin, Joseph Stalin, Benito Mussolini, Adolf Hitler, and Francisco Franco.

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

97. **SS.912.W.7.6:** Analyze the restriction of individual rights and the use of mass terror against populations in the Soviet Union, Nazi Germany, and occupied territories.

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

98. **SS.912.W.7.7:** Trace the causes and key events related to World War II.

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

99. **SS.912.W.7.8:** Explain the causes, events, and effects of the Holocaust (1933-1945) including its roots in the long tradition of anti-Semitism, 19th century ideas about race and nation, and Nazi dehumanization of the Jews and other victims.

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

100. **SS.912.W.7.9:** Identify the wartime strategy and post-war plans of the Allied leaders.

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

101. **SS.912.W.8.1:** Identify the United States and Soviet aligned states of Europe, and contrast their political and economic characteristics.

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

102. **SS.912.W.8.10:** Explain the impact of religious fundamentalism in the last half of the 20th century, and identify related events and forces in the Middle East over the last several decades.

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

103. **SS.912.W.8.2:** Describe characteristics of the early Cold War.

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

104. **SS.912.W.8.3:** Summarize key developments in post-war China.

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

105. **SS.912.W.8.4:** Summarize the causes and effects of the arms race and proxy wars in Africa, Asia, Latin America, and the Middle East.

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

106. **SS.912.W.8.5:** Identify the factors that led to the decline and fall of communism in the Soviet Union and Eastern Europe.

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

107. **SS.912.W.8.6:** Explain the 20th century background for the establishment of the modern state of Israel in 1948 and the ongoing military and political conflicts between Israel and the Arab-Muslim world.

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

108. **SS.912.W.8.7:** Compare post-war independence movements in African, Asian, and Caribbean countries.

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

109. **SS.912.W.8.8:** Describe the rise and goals of nationalist leaders in the post-war era and the impact of their rule on their societies.

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

110. **SS.912.W.8.9:** Analyze the successes and failures of democratic reform movements in Africa, Asia, the Caribbean, and Latin America.

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

111. **SS.912.W.9.1:** Identify major scientific figures and breakthroughs of the 20th century, and assess their impact on contemporary life.

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

112. **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:

113. **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:

114. **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:

115. **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:

116. **SS.912.W.9.6:** Analyze the rise of regional trade blocs such as the European Union and NAFTA, and predict the impact of increased globalization in the 20th and 21st centuries.

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

117. **SS.912.W.9.7:** Describe the impact of and global response to international terrorism.

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

118. **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 text is able to be read to the students, there are two dictionaries available, and all work is able to be differentiated.

119. **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:
If the text is used with all of the capabilities available, ELL students will be challenged but not overwhelmed.

120. **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:
This is looked at throughout the entire class through the Plague and other health scares.

121. **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:
Primary and secondary sources are all over this text. Many opportunities for students to work with and learn how to cite evidence.

122. **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:

123. **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:
Many opportunities to practice and use evidence to infer future actions.

124. **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:

125. **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:

126. **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:
Covered through DBQs and primary source readings.

127. **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:

128. **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:

129. **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:

130. **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:

131. **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 activities present in the text covers all different types of discussions and collaborations with different students, the teacher, and independent.

132. **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:

133. **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:

134. **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:

135. **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:
Every unit has at least one DBQ

136. **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:

137. **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:

138. **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:

139. **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:

140. **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:

141. **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:

142. **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:

143. **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:

144. **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:

145. **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:

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

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

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

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

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

Free Downloads: [Acrobat Reader](#) | [Excel Viewer 2003](#) | [Word Viewer 97/2000](#) | [PowerPoint Viewer 2003](#)

Under Florida law, e-mail addresses are public records. If you do not want your e-mail address released in response to a public-records request, do not send electronic mail to this entity. Instead, contact this office by phone or in writing.