



INSTRUCTIONAL MATERIALS ADMINISTRATOR

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Recommendation

Yes

Comments: I think that this text and material allow for a variety of learning activities that teachers can use in the classroom easily and with great success. This material will give teachers a variety of activities to use in the class and will increase interest in the classroom. The features of this textbook work well with many students especially those that need their material easy to read and access. The pictures are great and often that allow for greater understanding. The interdisciplinary features help to connect their learning.

Notation: These materials would be appropriate for all levels of students as they are easy to understand and use. There are materials for students to use that will interest them and easy for teachers to utilize in the classroom. Even a sub or new teacher will find this easy to use and follow.

Material for Review

Course: Culinary Arts (8800500)

Title: The Culinary Professional , Edition: 3rd

Copyright: 2017

Author: Draz, Koetke

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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- 5 - VERY GOOD ALIGNMENT
- 4 - GOOD ALIGNMENT
- 3 - FAIR ALIGNMENT
- 2 - POOR ALIGNMENT
- 1 - VERY POOR/NO ALIGNMENT

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

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

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

Justification:

The standards are represented and aligned. The outcomes are clearly shown along with the content of each chapter.

2. A. The content is written to the correct skill level of the standards and benchmarks in the course.

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

Justification:

The content is fully explained and the level of content is correct with the level of students targeted. The skill level is appropriate for the targeted age the book is written for.

3. A. The materials are adaptable and useful for classroom instruction.

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

Justification:

The material in each chapter is easily adaptable and can be used in a variety ways in a classroom. The teacher can adapt the material per student or class. The vocabulary is in bold and explained at the beginning of each chapter making them easily identified. The way the book is presented lends itself to be adapted and easily understood by students. The games and videos provided also enhance the learning for 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:

The book gives details needed to learn and understand the topics. There are many pictures along with the text to help with greater understanding. Details are given but not overwhelming in the texts. The topics are explored and allow for more research if needed.

5. B. The level (complexity or difficulty) of the treatment of content matches the standards.

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

Justification:

The complexity is consistent with grade level and appropriate for the content and standards. The way the book is put together and presented allows for the students to have help with the understanding and lead to higher comprehension.

6. B. The level (complexity or difficulty) of the treatment of content matches the student abilities and grade level.

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

Justification:

The vocabulary words and important facts are bolded which allow for easy to explain and identify for further explanation. The material in each chapter that is crucial for learning is boxed, outlined, or colored different to allow the content to be shown as more important or crucial for understanding. This text allows the student to easily identify important material and is easy for the students to understand and comprehend. There are also activities in the companion section that give games and index cards to reinforce vocabulary and learning.

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 is a lot of material in this book and in the course. The material is easy to read and understand. The complexity level along with the way the material is presented is easy and highly engaging to students. This makes the content easy to understand and the material can then be reviewed quickly and following the required time line. Also as each chapter is able to stand alone then teachers and pick and choose which ones they need to spend more time on and which need less time.

C. Expertise for Content Development 8. C. The primary and secondary sources cited in the materials reflect expert information for the subject.

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

Justification:

The hints from the chef are a great feature that give the students further information while working in the specific chapters on cooking. This feature offers practical advice while working with foods and gives further information that can be applied to other aspects of cooking.

9. C. The primary and secondary sources contribute to the quality of the content in the materials.

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

Justification:

The material in the chapters especially the pictures and each of the special features only add the to the quality of the text and take it to another level. The special features especially the trends in culinary, hints from a chef, culture and cuisine, highlighted and boxed information, vocabulary words, pictures, science and technology features all work together to help make this text easy to understand and full of relevant information. This should make this text accessible to all students and easy to understand. This is also a great motivator to get students wanting to learn and examine the information further.

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:

The material is presented in a factual and accurate way that also explore trends and relevant information.

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:

The material is free of bias. It is objectively presented.

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 material presents many theories. A very good job of presented the material and different ways of presentation are present. The chapter on knives, for example, shows many cuts and ways of cutting. A very good job is done of explaining different concepts.

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 saw no discrepancies in the material. A good job is done with facts.

E. Currency of Content 14. E. The content is up-to-date according to agriculture industry standards of practice.

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

Justification:

The trends talked about in the text are very up to date and relevant. The material is very up to date with today's standards and what is in the news and on social media.

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 material in the textbook aligns with curriculum and standards. Each chapter stands alone and is independent of the others. This way teachers can spend needed time on each chapter according to the class and needs of the class.

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 material is easy to understand and appropriate for high school students. The material aligns with the standards and is easy for students to understand especially with the extra features like the pictures that accompany each chapter.

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:

By offering so many special features in each chapter and offering the way you can apply the material in the work place students will be motivated to learn more. This also enhances the learning process.

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:

Each chapter has sections on interdisciplinary topics and examines these further. The questions at the end of the chapter also further examine interdisciplinary aspects and they ask questions that allow students to further examine these aspect of each chapter.

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 was very impressed with the portrayal of different genders and ethnic groups. The other thing was represented in this material very well is age. They do a great job of showing how different age groups can be beneficial in the culinary jobs and fields.

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:

The pictures are comprehensive but fair in portrayal of every subject in this book

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 is a very comprehensive book that fully covers the standards in the course. Teachers will find this book easy to follow and use. Students will love the extra features like the easy to follow and understand pictures that accompany the chapters.

Presentation

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A. Comprehensiveness of Student and Teacher Resources1. A. The comprehensiveness of the student resources address the targeted learning outcomes without requiring the teacher to prepare additional teaching materials for the course.

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

Justification:

The book is easy to follow and used alone can easily be a valuable tool in the classroom. This material is able to teach the students the full course standards. This is a whole comprehensive book that allows students to follow the material easily. The pictures in each chapter really allow the material to be presented in such a way that students can easily follow and understand. It is a stand alone book that teachers and students can easily follow and comprehend.

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:

All aspects of the course curriculum are explored and explained. The book follows the course standards and offers material that explores each standard.

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

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

Justification:

The material is easy to follow and very organized along with the standards and course outlines. The chapters can stand independent of each other and be taught in any order that the teacher wants. But if you follow the book exactly then it is very well organized.

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 book is written in such a way that the pictures in each section enhance the learning and make the material easier to understand and comprehend. The pictures immediately jumped out at me and made me want to know more. The way the special features are written are engaging to the students so that they will be able to understand how the material is applied to careers and trends in the field. They also do a good job of applying to other fields like math and language arts.

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:

There is a lot of material in each chapter. Some chapters are shorter and more appropriate while others have a lot of information in them that almost overwhelms with the amount.

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 is written to help the students navigate the material in each chapter easily. There are numerous pictures, vocabulary words, color coding on each chapter for better understanding and highlighting specific material, special features like trends in culinary, and sections divided up easily that make the chapters easy to read and follow. Teachers can easily use these features to help students with greater understanding. These features also make this an easy to understand and follow textbook that is easy to navigate.

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

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

Justification:

The presentation of material in this book is wonderful. The features offered by this material make it easy to follow and navigate. They also make this easy to navigate and understand the most important material in each chapter. The chapters being divided into sections further enhance the learning process. If students find the book easy to use then they will be further motivated to use them and want to learn. This book offers many features that make learning easier and keep the interest alive by offering features that further explore trends in culinary field and insights into the careers in the field. The pictures follow the material and also allow for greater understanding of each chapter and section.

Learning

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A. Motivational Strategies1. A. Instructional materials include features to maintain learner motivation.

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

Justification:

The pictures provided correlate with the text and increase interest. The pictures are very high quality and up to date. The interdisciplinary information is boxed and easy to follow to allow for further examination by teachers and students. These features along with the industry insights and culinary trends sections allow students to examine other factors in each chapter. These features allow for higher interest and motivation. The activities provided also give many motivating and fun activities for students to use.

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 chapters are divided into sections and easy to read and understand. They are examined in depth for understanding. This makes it easy for teachers to go further in depth with certain ideas. This also doesn't overwhelm students and makes ideas or concepts easy to identify.

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:

By looking at each chapter a teacher or student can easily see what is in there and how the sections are divided. The chapters are clearly labeled and easy to follow. Using techniques like vocabulary words, outlining concepts at the beginning make it easy to follow as you read each chapter. The sections further divide up the chapters and concepts and are easy to follow and understand.

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

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

Justification:

The book uses vocabulary words and tells specific pages for definitions of that term. The reading prep allows for the students to prepare for the upcoming material and have a background knowledge walking into the chapter. The objectives of the chapter are spelled out for all to read before the chapter begins. The chapter then is divided into sections for ease of reading and comprehension. Pictures are on every page to further comprehension. Specific material or tables are outlined and boxed to show importance and help further importance of information to the chapter.

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

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

Justification:

The book lends itself to differences in learning styles. With the pictures accompanying the text, boxed and highlighted information to point out important facts. The book also gives special features There are activities like the vocabulary game and more that give students chances to practice what they learn.

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:

The material offers recipes for labs. They also give many options for practice. The pictures give the students examples of how knife cuts should look so that the students can then recreate them. This is an excellent feature to show examples to students then they can recreate these. There are many examples to engage the students mentally and physically. The material also offers a video library to give information. I really like the game for review and the flash cards you can use with students of varying levels and to help with reinforcement.

7. E. Rate how well the materials include organized activities that are logical extensions of content, goals, and objectives.

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

Justification:

The activities that were provided were interesting and could easily be included in all classes and with all levels of students.

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:

The companion activities that are given provide fun and interesting ways for the students to learn the material in the chapters. There are many assignments and activities provided that will give teachers choices and keep the interest level increased for students.

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:

Again I had to grade down because although I liked the text because of the many features and special sections what is available in the text is not enough for teacher to use in a class for complete understanding. Teachers need a variety of activities and ideas to provide complete instruction. This text didn't provide this.

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:

There are many assessments involved in this material that are interdisciplinary and work well. But more need to be provided that are more comprehensive.

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:

There are several assessments and assessments in interdisciplinary areas like English, writing, careers, and math. Teachers need choices and allowing them to have these choices that tie into the other disciplines will help the students in other classes.

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:

Although it contains assignments and there is an assessment at the end of each chapter, there are other activities in the workbook and online as a companion resource. These go together quite well with the text and add to the learning of the students. The videos also add to the level of learning with the students. The activities are varied.

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 book has a lot of extra features that make it a great text and great for this class. The activities are varied and allow for greater interest. The features of this text allow the teachers to have choices and provide different ways to teach the students.

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

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