



INSTRUCTIONAL MATERIALS ADMINISTRATOR

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Recommendation

Yes

Comments: Florida Studies Weekly provides an easy to understand, visually stimulating format for young learners. The information is presented in easy to understand language and the lessons provide many opportunities for teachers to expand the lessons into project based learning opportunities. The cross-curricular nature of the material supports learning across the curriculum and shows students the interconnectedness of the core subjects being taught.

Additionally, there are a variety of teaching strategies built into the curriculum, such as open-ended questioning, which help young learners develop critical thinking skills and problem solving abilities. Finally, the alignment to the standards is very clear and the tools available are easy to access and use.

Material for Review

Course: Social Studies Grade 1 (5021030)

Title: Florida Studies Weekly - 1 , Edition: 10

Copyright: 2016

Author: Kathy Hoover, Amy Nesbit, Jacquelyn Gonski, Laurie Hubble

Grade Level: K - 5

Content

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

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

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

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

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

Each set of materials submitted for adoption is evaluated based on each benchmark for that course and the Content, Presentation, and

Learning items included in this rubric.

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

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

Justification:

Lessons are very clearly aligned with state standards as shown in the teacher materials.

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

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

Justification:

Content is concise and easily understandable for first graders working on grade level.

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 1st Grade Publications offer a variety of tools and learning activities that are interdisciplinary, blending nicely with other core curriculum.

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:

Topics are introduced in very clear terms and open-ended questions are presented at the end of each topic to promote interactive discussions and allow students an opportunity to share their thoughts and developing views.

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:

Again, the content is presented in very clear, understandable language supported by excellent graphics and activities that are fun for young learners.

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:

Materials are an appropriate length for a young beginning reader. Graphics and activities are well placed and engaging.

7. B. The level (complexity or difficulty) of the treatment of content matches the time period allowed for teaching.

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

Justification:

The materials are succinct and can be taught in an appropriate amount of time, or expanded if the instructor chooses to elaborate. The discussion questions provided can be expanded to incorporate Project Based Learning strategies if the instructor has the time and the desire to do so.

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:

Maps and photographs make up the majority of the primary and secondary sourcing which is appropriate for this reading level.

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 maps and photographs give good supporting detail for young readers by allowing them an opportunity to visually engage with the content being taught.

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:

Some of the Fun and Games activities may be difficult for 1st graders to understand. For example, p.12 of the Second Quarter Student Edition shows six pictures / objects with a blank under each one. The corresponding instruction says, "What do the letters spell? _____" Are students supposed to use the first letter of each word?

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 people and events chosen to represent various historic events, and ideas are equally representative of all the cultures assimilated within our country.

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 discipline is represented in a vary traditional way. Historical events are stated very simply and clearly. For example, Martin Luther King, Jr. fought to make things fair for African Americans and George Washington was our first president and some people believe he was one of the best. These opinions are quietly and accurately stated even though they are opinions.

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:

The authors do a very good job of teaching the difference between fact and fiction using a variety of examples such as fairy tales. One lesson explains Aladdin and his magic carpet: Aladdin was not a real person; carpets are real but they can't fly etc. This begins to form a basis for students to start thinking about facts that are presented in a historical context and begin making determinations as to what is and what is not fact in past scenarios. It's a great beginning lesson as students build toward Document Based Questioning which is used in many elementary schools today.

- 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:

Current events are accurately and appropriately presented. For example, President Obama is included in the list of important African Americans who have made contributions to our country.

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:

Content aligns well with the standards. It is also aligned to reflect the developing learner and the complexity of the text increases as the year progresses, allowing developing readers to gain more practice.

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:

In almost every lesson, students are given examples of how the content pertains to their lives and asked questions which lead them to reflect on those concepts in their own lives. The lesson which deals with rules and laws explains who makes rules and laws and then gives learners an opportunity to tell what their class room rules are.

- 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:

The content provides explanations and opportunities for 1st graders to identify the ideas being taught as they apply to their own lives. For example, when teaching about the past the publication asks, "Do you remember your fourth birthday? Or what you had for lunch yesterday?"

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:

Interdisciplinary connections are abundant. The Fun and Games section offers students a chance to employ math skills such as ordering, and the science connections are abundant as well. For example, the maps use locations such as the Kennedy Space Center as points of reference and also an explanation of what takes place there.

- 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:

All materials presented are very fair and accurate.

- 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:

All materials used are age appropriate and deal with community issues being taught in a compassionate, thoughtful way

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:

The benchmarks and standards are very clearly covered and it is easy for the instructor to stay on track. The standards are referenced and linked to the materials in several places, and are easy to access.

Presentation

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A. Comprehensiveness of Student and Teacher Resources 1. A. The comprehensiveness of the student resources address the targeted learning outcomes without requiring the teacher to prepare additional teaching materials for the course.

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

Justification:

The tools presented are very helpful for teachers. There are on-line versions of the reading material which students can access. The hard copies have activities for students to complete. The discussion questions which are presented afford teachers the opportunity to spend more time on a subject without having to create additional materials. Discussion questions also lend themselves to the critical thinking / problem solving mindset that 21st century learners need to practice and develop.

B. Alignment of Instructional Components 2. B. All components of the major tool align with the curriculum and each other.

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

Justification:

In addition to aligning with the standards and building the curriculum in a logical way, the materials also offer interdisciplinary activities that allow for cross-curricular teaching opportunities.

C. Organization of Instructional Materials 3. C. The materials are consistent and logical organization of the content for the subject area.

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

Justification:

The materials flow perfectly with the standards alignment.

D. Readability of Instructional Materials 4. D. Narrative and visuals engage students in reading or listening as well as in understanding of the content at a level appropriate to the students' abilities.

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

Justification:

Students are presented with a variety of visual aids, text and activities that are very engaging. The content increases in complexity as the program progresses through the year, allowing students to practice their literacy skills as they build.

E. Pacing of Content 5. E. The amount of content presented at one time or the pace at which it is presented must be of a size or rate

that allows students to perceive and understand it.

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

Justification:

Pacing is slow in the beginning of the program, allowing students to become comfortable with the content, and steadily increases as students build confidence and knowledge.

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 lessons are visually stimulating and representative of the text being used, which helps struggling readers, and ESOL students. In addition, there are versions in Spanish available as well as Haitian Creole, allowing ESOL students to stay current with the concepts being taught in class.

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 discussion opportunities, along with the Fun and Games activities provide the stimulation and engagement necessary for successful learning. As recent brain research shows, emotional responses along with humor aid in student retention of information. Overall the presentation is very visually appealing for 1st graders in particular.

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 visual aids and graphics are engaging for 1st graders. Some photos are funny, like the camel lying down on the sand with a silly look on his face in the transportation unit. The discussion questions are designed to give students a chance to interact with each other and the instructor in a "no wrong answer" form of learning activity. The games are varied and fun as well.

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:

Each quarter a few concepts are taught, and the underlying (mini) lessons support those big ideas. Map skills, character building lessons and geography are visited each quarter as well.

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:

Statements are very clear and use age appropriate vocabulary.

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 fact or fiction lessons support the development of independent learning and thinking. Students are taught to examine and question what may be fact and what may be fiction.

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

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

Justification:

There are opportunities for students to revisit the material through on-line sources. Students also have the opportunity to reflect their understanding through writing, drawing and discussion.

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:

While the materials allow for students to write and draw but not get up and move around the classroom, there is the potential for teachers to easily incorporate movement based learning into the curriculum. For example, the Second Quarter lesson on page 26 asks students to draw a map of their classroom. Teachers could include a game for students to move around the room from north to south and so on.

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 provided throughout the lessons are well organized overall. They are logical extensions of the material being taught as well as giving students an opportunity to work with the new information in real world applications.

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:

Multiple intelligences are addressed in the curriculum. Visual representations are clear and easily understood. Math and art are incorporated frequently in the activities aligned with the learning. Vocabulary is clearly defined and then supported with real world examples. A variety of cultures are represented as well as character lessons which support interpersonal and intrapersonal development.

9. F. The instructional strategies incorporated in the materials are effective in teaching the targeted outcomes.

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

Justification:

The instructional strategies are effective in that they engage the learner at their own level, using real world applications to explain content as well as allowing the learner to experiment with ideas and concepts in a safe learning forum.

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 a variety of assessments presented in the program ranging from True/False, multiple choice and ordering activities to reflect student understanding, to open-ended questioning to engage in opportunities for critical thinking and problem solving.

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:

Quick reviews and activities are provided throughout the lessons give students an opportunity to work with the information prior to the on-line tests available at the end of each lesson. The lesson tests accurately reflect the information being taught in the lessons.

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:

The materials provide a variety of ways for students to reflect their learning outcomes so that struggling readers and writers can still succeed in reflecting their intellectual understanding of content.

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

the Learning section.)

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

Justification:

Overall, the program presents lessons that focus on the standards while also allowing for a variety of strategies that support a variety of learners. There is repetition in the formatting of the activities which creates confidence in the learner as they move through new ideas and concepts and then are required to reflect their learning. And many of the activities are fun and interactive allowing teachers and students an opportunity to build a learning community within their classrooms.

Standards

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

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

1. **SS.1.A.1.1:** Develop an understanding of a primary source.

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

Justification:

There are primary sources quoted throughout the lessons. Opinions are identified, such as the statement that George Washington was one of our best presidents. The text clearly states that some people believe this. In 1st grade understanding the distinction between fact and fiction provides the basis for learners to begin to recognize valid primary sources. The fact and fiction lessons are very explicit and detailed.

2. **SS.1.A.1.2:** Understand how to use the media center/other sources to find answers to questions about a historical topic.

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

Justification:

Libraries are mentioned at the very beginning of the program, and defined as places that have books which can help us learn about important people and events. Maps and calendars are referenced as tools to learn about places and events as well. These are appropriate references for beginning readers.

3. **SS.1.A.2.1:** Understand history tells the story of people and events of other times and places.

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

Justification:

Over and over the lessons teach time and place in relation to current events.

4. **SS.1.A.2.2:** Compare life now with life in the past.

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

Justification:

They explore how current events are linked to people and activities that happened in the past. For example, the transportation lesson opens with a picture of a horse and cart next to a car. This is an good way to erase presentism when teaching young learners.

5. **SS.1.A.2.3:** Identify celebrations and national holidays as a way of remembering and honoring the heroism and achievements of the people, events, and our nation's ethnic heritage.

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

Justification:

There are references to national celebrations and holidays throughout the text. Calendars are referenced as a way to keep track of these events.

6. **SS.1.A.2.4:** Identify people from the past who have shown character ideals and principles including honesty, courage, and responsibility.

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

Justification:

Every quarter features several people from different cultural backgrounds and highlights their character.

7. **SS.1.A.2.5:** Distinguish between historical fact and fiction using various materials.

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

Justification:

The lessons on how to tell fact from fiction are excellent. Attention to detail is particularly important, particularly when using fairy tales as examples. The text references Aladdin's carpet and tells students that while a carpet is a real object, carpet's flying are fictional.

8. **SS.1.A.3.1:** Use terms related to time to sequentially order events that have occurred in school, home, or community.

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

Justification:

Ordinal lessons as well as calendar lessons are presented frequently.

9. **SS.1.A.3.2:** Create a timeline based on the student's life or school events, using primary sources.

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

Justification:

The first quarter lesson incorporates an activity where students create a personal timeline using photos. This is followed by a lesson teaching what history is.

10. **SS.1.C.1.1:** Explain the purpose of rules and laws in the school and community.

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

Justification:

Rules and laws are clearly defined, supported by real world examples, and an explanation of the sources of rules and laws.

11. **SS.1.C.1.2:** Give examples of people who have the power and authority to make and enforce rules and laws in the school and community.

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

Justification:

Very clear outline is provided of who has power and where their power applies. For example, the principle and assistant principal make the rules for school.

12. **SS.1.C.1.3:** Give examples of the use of power without authority in the school and community.

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

Justification:

Several examples are given and the lesson is expanded with an explanation of bullying and appropriate responses to bullying.

13. **SS.1.C.2.1:** Explain the rights and responsibilities students have in the school community.

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

Justification:

It is very clearly stated that students are responsible for following rules at school. Several activities engage students in defining what their responsibilities are.

14. **SS.1.C.2.2:** Describe the characteristics of responsible citizenship in the school community.

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

Justification:

This is clearly stated when talking about 'Who is in Charge?'

15. **SS.1.C.2.3:** Identify ways students can participate in the betterment of their school and community.

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

Justification:

Examples are given such as taking care of books and school property.

16. **SS.1.C.2.4:** Show respect and kindness to people and animals.

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

Justification:

This big idea is reflected frequently throughout all the lessons.

17. **SS.1.C.3.1:** Explain how decisions can be made or how conflicts might be resolved in fair and just ways.

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

Justification:

Good supporting vocabulary for this lesson, such as defining the word "just". Martin Luther King, Jr. is highlighted when discussing how civil rights issues were resolved peacefully.

18. **SS.1.C.3.2:** Recognize symbols and individuals that represent American constitutional democracy.

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

Justification:

The bald eagle and what it symbolizes is explained along with Uncle Sam.

19. **SS.1.E.1.1:** Recognize that money is a method of exchanging goods and services.

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

Justification:

Goods and services are clearly defined in the fourth quarter materials and the link to the community that some services provide.

20. **SS.1.E.1.2:** Define opportunity costs as giving up one thing for another.

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

Justification:

It is very clearly stated that people earn money for work they provide, and in turn use money to buy things they need or want.

21. **SS.1.E.1.3:** Distinguish between examples of goods and services.

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

Justification:

Good and services are defined; there is a fill in the blank activity following to check for understanding and the following lesson defines "Jobs People Do".

22. **SS.1.E.1.4:** Distinguish people as buyers, sellers, and producers of goods and services.

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

Justification:

"Jobs People Do" gives examples of the work performed today, and the following lesson "Money and Trade" takes students back in history to explore how trade was conducted long ago.

23. **SS.1.E.1.5:** Recognize the importance of saving money for future purchases.

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

Justification:

Saving money and the reasons to do so are addressed.

24. **SS.1.E.1.6:** Identify that people need to make choices because of scarce resources.

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

Justification:

"Changes in Community" addresses the fact that there are consequences to our actions which have resulted in limited resources.

25. **SS.1.G.1.1:** Use physical and political/cultural maps to locate places in Florida.

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

Justification:

Maps are well placed throughout the text. They are easy to read and some are interactive, allowing students hands on experience with mapping.

26. **SS.1.G.1.2:** Identify key elements (compass rose, cardinal directions, title, key/legend with symbols) of maps and globes.

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

Justification:

These symbols are clearly defined and supported by excellent visual depictions.

27. **SS.1.G.1.3:** Construct a basic map using key elements including cardinal directions and map symbols.

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

Justification:

Using the North wall of the classroom, student's are given the opportunity to create a classroom map.

28. **SS.1.G.1.4:** Identify a variety of physical features using a map and globe.

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

Justification:

In addition to identifying physical features on a map and globe, the text explores Earth and its varied physical environments.

29. **SS.1.G.1.5:** Locate on maps and globes the student's local community, Florida, the Atlantic Ocean, and the Gulf of Mexico.

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

Justification:

There is a map activity where students identify these places.

30. **SS.1.G.1.6:** Describe how location, weather, and physical environment affect the way people live in our community.

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

Justification:

"Communities" section describes how our community is affected and compares it to other communities in very different physical locations and how those communities are impacted.

31. **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:

There is a mini lesson which incorporates learning some Spanish vocabulary which gives students an opportunity to understanding how learning languages can help communities.

32. **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:

Hispanic culture in America is referenced frequently.

33. **HE.1.C.2.4:** Recognize health consequences for not following rules.

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

Justification:

Consequences for not following rules is explained but not defined in detail in terms of health ramifications.

34. **LAFS.1.RI.1.1:** Ask and answer questions about key details in a text.

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

Justification:

The fact and fiction lessons give students an opportunity to practice looking for and questioning key details.

35. **LAFS.1.RI.1.2:** Identify the main topic and retell key details of a text.

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

Justification:

Many of the supporting activities have students identify the main topic and connect the key details to the correct topic.

36. **LAFS.1.RI.1.3:** Describe the connection between two individuals, events, ideas, or pieces of information in a text.

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

Justification:

Again, practice is provided in the supporting activities.

37. **LAFS.1.RI.2.4:** Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.

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

Justification:

Vocabulary is defined within the text as the word is being used. Follow up activities check for understanding.

38. **LAFS.1.RI.2.5:** Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.

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

Justification:

The map activities are very effective for this and give clear examples for students to follow.

39. **LAFS.1.RI.2.6:** Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.

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

Justification:

All text is supported with some type of picture or illustration representing the material being taught. The choice of visual aid is age appropriate and entertaining.

40. **LAFS.1.RI.3.7:** Use the illustrations and details in a text to describe its key ideas.

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

Justification:

Pictures and illustrations are captioned and address the key ideas as they apply to the visual aid.

41. **LAFS.1.RI.3.8:** Identify the reasons an author gives to support points in a text.

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

Justification:

Several examples of this are sprinkled throughout the text. For example, an explanation of why Carter Woodson started Black History Month is provided along with his reasons.

42. **LAFS.1.RI.3.9:** Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

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

Justification:

The materials presented in the review sections reflect the information given in the lesson, but always in a different format.

43. **LAFS.1.RI.4.10:** With prompting and support, read informational texts appropriately complex for grade 1.

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

Justification:

The texts increase in complexity as the year progresses. But the authors consistently continue to provide real world examples and in-text definitions for developing readers.

44. **LAFS.1.SL.1.1:** Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.

- a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
- b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
- c. Ask questions to clear up any confusion about the topics and texts under discussion.

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

Justification:

Great open-ended questions are given for every topic, creating engagement opportunities for students.

45. **LAFS.1.SL.1.2:** Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

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

Justification:

Again, the text is full of great questions throughout all the lessons.

46. **LAFS.1.SL.1.3:** Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.

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

Justification:

Reviews provide opportunities for practicing this skill.

47. **LAFS.1.SL.2.4:** Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

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

Justification:

Opportunities for this are varied and often drawing is a choice giving struggling readers and writers an opportunity to fully engage in the lesson.

48. **LAFS.1.W.1.1:** Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.

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

Justification:

Writing prompts are provided and students are asked to problem solve and support their solutions on a variety of topics.

49. **LAFS.1.W.1.2:** Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.

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

Justification:

Several writing prompts pose a question such as what would it be like to live in Alaska. Students are then asked what they would wear there, again being given an opportunity to explore and build critical thinking skills using questions that have no wrong answer. This also builds confidence in young learners.

50. **LAFS.1.W.1.3:** Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.

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

Justification:

Writing a timeline of their life is one example of this. Another would be writing about the rules they feel their class should have.

51. **LAFS.1.W.2.5:** With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.

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

Justification:

Some of these activities include drawing a map of the classroom and then creating a path for a partner to follow; or draw a picture of a time when you were brave then share with the class.

52. **LAFS.1.W.2.6:** With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

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

Justification:

While the activities do not specifically call for students to publish their work or use digital tools to publish, there are a variety of activities that can be expanded to include this standard.

53. **LAFS.1.W.3.7:** Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions).

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

Justification:

Some activities, such as the classroom map with instructions for a partner, include writing instructions.

54. **LAFS.1.W.3.8:** With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

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

Justification:

There is opportunity in every lesson to recall information and share when responding to the open-ended questions presented.

55. **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:

Students are given an opportunity to explore conflict resolution through an examination of bullying. The concept of not bullying back is also addressed.

56. **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:

Students are asked to support rules they feel are good, justify their responses to questions like what to wear in cold weather, and brainstorm solutions for energy conservation.

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

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

Justification:

Time, calendars and maps are all explored in detail and their applications reviewed.

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

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

Justification:

The fact and fiction lessons support this. Also, the authors point out when a statement is an opinion and that is helpful as well.

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