



INSTRUCTIONAL MATERIALS ADMINISTRATOR

Welcome Cathy Seeds!

Home

Change Password

Log-out

Recommendation

Yes

Comments: This material would be much more effective as a learning tool and a teaching tool if it is adopted as an eBook. The eBook allows for student-centered learning and allows students to be active 21st century learners. There are many valuable resources, including a current events resource that is kept up to date, that are not available with the hardcover edition. While the hardcover back is rich in content and does align with the standards, students are limited in extension activities and other resources that would increase engagement and comprehension.

Material for Review

Course: M/J United States History (2100010)

Title: HMH Social Studies: United States History: Beginnings to 1877, Florida Edition , Edition: First

Copyright: 2018

Author: Houghton Mifflin Harcourt

Grade Level: 6 - 8

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 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 content does align with the state standards and benchmarks for 8th grade United States History, but teachers would have to navigate the ebook intensely to find the corresponding standards and benchmarks for each lesson. "Main Ideas" are found at the beginning of each lesson, but from my review, standards could only be found written out in a PDF resource under teacher resources. My concern is that teachers new to the curriculum would need to know exactly where to look to create lesson plans based off of the state standards and benchmarks.

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 well written. It is precise enough to cover all standards and benchmarks yet still provides a wide range of historical information and resources to enhance both student engagement and comprehension.

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:

Implementing this ebook would require a training session for teachers to learn how to use it and its resources. A completely paperless class could be achieved by using this ebook. Students would also need to be trained on how to navigate the book and lessons, access graphic organizers and other tools for online note-taking, and on how to use the lesson reviews and assessments. If classrooms did not have a computer for each student available or if a student did not have internet access at home, this text would not be an option. The content and all other activities associated with the text require access to both a computer and the internet. Without technology available in the school or home, this textbook is not adaptable for classroom instruction. Adopting a hard copy of the book would drastically limit the extra resources available to students via the online platform. Teacher could share these resources with a whole class but student-centered learning would be much more difficult to achieve.

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:

Sufficient details can be found in the text alone. However, each lesson has accompanying resources in the form of maps, charts, images, interactive timelines, or videos to enhance student understanding and interest. A hard copy alone, would decrease the amount of supporting details and resources available on the online platform.

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:

While the majority of standards are met in the content, there is some inconsistency regarding the depth and complexity dedicated to individual benchmarks. The difficulty of the text is inferior to sources given on the FSA Reading and Writing exams. It also does not meet the language complexity of EOC questions.

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 level of complexity is on grade level and students in both intensive and regular courses should be able to gain strong comprehension of each unit and of the standards with this text. It is below student abilities for advanced courses. Teachers would need to provide supplemental materials, many of which can be found on the online platform, to provide a challenge to students in more rigorous classes.

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:

This book is very adaptable to meet individual student and class needs. The layout allows for smaller sections of a unit to be focused in on for intensive courses while at the same time allows advanced classes to cover larger sections of a unit at one time. The material can be adapted to fit district pacing guides easily.

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 primary sources were well chosen. Some sources are very brief. Included in the ebook is information on how to analyze a primary or secondary source which allows for students to make connections between the source and the content and create deeper understanding of the content. Several primary sources also express the emotions of those who wrote them. This allows for students to see relevance. It humanizes the content.

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 primary and secondary sources were placed extremely well within the content. They enhanced the content and allowed for a wide range of DOK levels to be reached.

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:

All material is historically accurate. No visual or typographical errors were found.

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:

This was done extremely well. Neutrality was evident; especially in areas where objectivity could be challenged including the Civil War and the issue of slavery.

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:

Standards are not visible to students on the ebook platform. They are also not given in individual modules in teacher edition of the ebook.

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

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

Justification:

Content is based on factual information.

E. Currency of Content14. 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:

Content is up to date. The ebook allows for student-centered learning, independence, and allows students to use skills applicable in a 21st century classroom.

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:

While the content is presented appropriately for the curriculum, it does vary in providing enough detail to thoroughly meet each benchmark.

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:

Content is appropriate for all middle school grade levels.

F. Authenticity of Content17. 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:

This eBook contains activities in which students are asked to evaluate their responses and reactions had they been present during historical events and time periods. The ebook also has a dedicated current events section that is kept up to date allowing students to see relevance between the events of today and the events of the past.

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:

Content aligns with several other Social Studies standards. It also aligns with many Language Arts standards. Math standards are also met with certain activities in the book.

G. Multicultural Representation19. G. The portrayal of gender, ethnicity, age, work situations, cultural, religious, physical, and various social groups are fair and unbiased. (Please explain any unfair or biased portrayals in the comments section).

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

Justification:

H. Humanity and Compassion20. H. The materials portray people and animals with compassion, sympathy, and consideration of their needs and values and exclude hard-core pornography and inhumane treatment. (An exception may be necessary for units covering

animal welfare).

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

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

VERY GOOD ALIGNMENT **GOOD ALIGNMENT** FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT
Justification:
Overall, the standards and their corresponding benchmarks are covered in this material.

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 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:
Student resources are very much student-centered. The resources align with the standards and provide many options for DOK performance.

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:

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:

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:
The text is written for students at all learning levels. For students that are low-level readers, there is an option for the text to be read to them for each lesson. There are also highlighting tools, graphic organizers, and frequent reading checks to check for comprehension. Pictures, charts, maps, etc., enhance the quality of content and serve as aid to understanding content.

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:

Instead of chapters, this material is broken down into modules. Each module is broken down into lessons. Lessons are broken down by key topic or event. This allows for teachers to be very flexible in pacing. There is flexibility to plan for both advanced and intensive courses.

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:

Students will initially need to be taught how to use this material and all of its features. In this age of technology, I believe, once students have been introduced to the platform, they will be able to navigate it with ease. Students have access to many tools and resources with the text far beyond just content. There are dedicated student resources for each module, available in both English and Spanish.

Interactive reviews are available while reading content and at the end of each lesson. Primary sources along with a guide on how to analyze and use primary sources are abundant. Each student has their own online notebook, access to current events, and writing platform.

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:

This material comes with numerous resources for both students and teachers, including a current events section that is kept up to date so that students can make connections from today's world and apply them to the past. The material is well-organized and easy to navigate after an initial training. The readability is strong and can benefit readers of all learning levels, including ESL students.

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:

This material is very student-centered. Each lesson is interactive. Students can highlight text while they are reading or listening to reading, complete graphic organizers or other note-taking tools. They can mark important parts of the texts to save for review or to remember its significance. All vocabulary words are defined simply by clicking on the word. Historical videos, interactive timelines and review tools all help keep the student motivated while also allowing them to comprehend material.

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 main idea of each module, lesson, and section of each lesson is the first thing students see. This allows them to understand the desired learning outcome from the very beginning. Main ideas are concise and clear, making them easy to comprehend.

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:

Main ideas are clear statements. Standards and benchmarks are not explicitly listed.

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 checks for understanding throughout each lesson that allow for a wide range of DOK performance. The platform is set up to cater to a 21st-century classroom which promotes student-centered learning.

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:

Support materials vary, allowing them to be amended to support various learning styles. Spanish reviews are also available for ESL students.

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:

Students will be active throughout all lessons. All lessons have tools that allow for much more than simply just reading the text.

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:

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:

Checks for understanding, variety of DOK activities, interactive reviews, relation to student lives and present-day America, vocabulary practice, writing practice, and primary source analysis are all present and have proven to be successful tools in teaching targeted learning outcomes.

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

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

Justification:

See response for 8F.

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:

Assessment questions are good, but do not always vary strongly enough in complexity. Assessment questions are not written in the same style as EOC questions. They lack the language, style and complexity students will see on the American History EOC. However, there are several rubrics available for alternative assessments. These assessments can be created to cater to students with differing learning levels or styles and allow for student creativity.

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:

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.8.A.1.1:** Provide supporting details for an answer from text, interview for oral history, check validity of information from research/text, and identify strong vs. weak arguments.

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

Justification:

Evidence of the standard found in numerous document-based investigative features and essential questions activities in module on the American Revolution, the North (precursor to the Civil War) and module on a Divided Nation (leads into the Civil War).

2. **SS.8.A.1.2:** Analyze charts, graphs, maps, photographs and timelines; analyze political cartoons; determine cause and effect.

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

Justification:

Maps, charts, and photographs are well placed throughout the book. Timelines are interactive and allow for analysis and determination of cause and effect.

3. **SS.8.A.1.3:** Analyze current events relevant to American History topics through a variety of electronic and print media resources.

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

Justification:

Textbook provides "link for today" in some modules. Online edition has current events tab that is updated regularly.

4. **SS.8.A.1.4:** Differentiate fact from opinion, utilize appropriate historical research and fiction/nonfiction support materials.

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

Justification:

Literary history lessons are available in various modules. Students are asked to analyze and write about texts from a historical standpoint.

5. **SS.8.A.1.5:** Identify, within both primary and secondary sources, the author, audience, format, and purpose of significant historical documents.

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

Justification:

Standard met through numerous primary sources included throughout the text. Primary sources are relevant to content and build comprehension as well as allow for higher order thinking. These sources can be found within the reading, allowing for student motivation and in lesson reviews allowing students to show comprehension and expand their depth of knowledge.

6. **SS.8.A.1.6:** Compare interpretations of key events and issues throughout American History.

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

Justification:

7. **SS.8.A.1.7:** View historic events through the eyes of those who were there as shown in their art, writings, music, and artifacts.

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

Justification:

8. **SS.8.A.2.1:** Compare the relationships among the British, French, Spanish, and Dutch in their struggle for colonization of North America.

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

Justification:

Evidence in Module 2 (New Empires in the Americas) and Module 3 (The English Colonies)

9. **SS.8.A.2.2:** Compare the characteristics of the New England, Middle, and Southern colonies.

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

Justification:

Strong evidence in Module 3 (The English Colonies)

10. **SS.8.A.2.3:** Differentiate economic systems of New England, Middle and Southern colonies including indentured servants and slaves as labor sources.

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

Justification:

Strong evidence in Module 3 (The English Colonies)

11. **SS.8.A.2.4:** Identify the impact of key colonial figures on the economic, political, and social development of the colonies.

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

Justification:

Strong evidence in Module 3, Lessons 2 and 3 (The English Colonies- The Southern Colonies/ The New England Colonies)

12. **SS.8.A.2.5:** Discuss the impact of colonial settlement on Native American populations.

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

Justification:

Adequate evidence throughout Module 3 (The English Colonies)

13. **SS.8.A.2.6:** Examine the causes, course, and consequences of the French and Indian War.

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

Justification:

Strong evidence in Module 3, Lesson 4 (The English Colonies: Life in the English Colonies)

14. **SS.8.A.2.7:** Describe the contributions of key groups (Africans, Native Americans, women, and children) to the society and culture of colonial America.

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

Justification:

Strong evidence, particularly regarding Africans, throughout Module 3. (The English Colonies) Women mentioned specifically in Module 3, Lesson 4 (The English Colonies- Life in the English Colonies). Evidence also found throughout Module 15 (Slavery in the United States).

15. **SS.8.A.3.1:** Explain the consequences of the French and Indian War in British policies for the American colonies from 1763 - 1774.

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

Justification:

Strong evidence throughout Module 4 (The American Revolution)

16. **SS.8.A.3.10:** Examine the course and consequences of the Constitutional Convention (New Jersey Plan, Virginia Plan, Great Compromise, Three-Fifths Compromise, compromises regarding taxation and slave trade, Electoral College, state vs. federal power, empowering a president).

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

Justification:

Evidence in Module 5, Lesson 3 (Forming a Government, Creating the Constitution) No mention of the Electoral College

17. **SS.8.A.3.11:** Analyze support and opposition (Federalists, Federalist Papers, AntiFederalists, Bill of Rights) to ratification of the U.S. Constitution.

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

Justification:

Strong evidence in Module 6, Lesson 1 (Citizenship and the Constitution, Establishing the Constitution)

18. **SS.8.A.3.12:** Examine the influences of George Washington's presidency in the formation of the new nation.

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

Justification:

Strong evidence in Module 7, Lesson 1 (Launching the Nation, The First President)

19. **SS.8.A.3.13:** Explain major domestic and international economic, military, political, and socio-cultural events of John Adams's presidency.

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

Justification:

Evidence in Module 7, Lesson 4 (Launching the Nation, John Adams's Presidency) No mention of the Land Act of 1800

20. **SS.8.A.3.14:** Explain major domestic and international economic, military, political, and socio-cultural events of Thomas Jefferson's presidency.

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

Justification:

Evidence in Module 7, Lesson 5 (Launching the Nation, Jefferson Becomes President) and in Module 8, Lesson 1 (War and Expansion in the Americas, Coming of War) No mention of Hamilton/Burr duel

21. **SS.8.A.3.15:** Examine this time period (1763-1815) from the perspective of historically under-represented groups (children, indentured servants, Native Americans, slaves, women, working class).

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

Justification:

Some evidence shown by including biographies of slaves and women periodically. Evidence shown in the text in Module 4, Lesson 3

22. **SS.8.A.3.16:** Examine key events in Florida history as each impacts this era of American history.

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

Justification:

Evidence in Module 3, Lesson 4 (The English Colonies, Life in the Colonies), Module 4, Lesson 2 (The American Revolution, The Revolution Begins, and Module 7, Lesson 3 (Launching the Nation, Challenges for the New Nation)

23. **SS.8.A.3.2:** Explain American colonial reaction to British policy from 1763 - 1774.

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

Justification:

Strong evidence throughout Modules 3 and 4 (The English Colonies and The American Revolution)

24. **SS.8.A.3.3:** Recognize the contributions of the Founding Fathers (John Adams, Sam Adams, Benjamin Franklin, John Hancock, Alexander Hamilton, Thomas Jefferson, James Madison, George Mason, George Washington) during American Revolutionary efforts.

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

Justification:

Strong evidence throughout Modules 3, 4, and 5 (The English Colonies, The American Revolution, Forming a Government)

25. **SS.8.A.3.4:** Examine the contributions of influential groups to both the American and British war efforts during the American Revolutionary War and their effects on the outcome of the war.

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

Justification:

Adequate evidence in Module 4, Lesson 4 (The American Revolution, The Struggle for Liberty)

26. **SS.8.A.3.5:** Describe the influence of individuals on social and political developments during the Revolutionary era.

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

Justification:

No evidence of James Otis, Abigail Adams, or Benjamin Bannecker

27. **SS.8.A.3.6:** Examine the causes, course, and consequences of the American Revolution.

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

Justification:

Strong evidence throughout Modules 3 and 4 (The English Colonies, The American Revolution)

28. **SS.8.A.3.7:** Examine the structure, content, and consequences of the Declaration of Independence.

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

Justification:

Strong evidence in Module 4, Lesson 4 (The American Revolution, The Struggle for Liberty)

29. **SS.8.A.3.8:** Examine individuals and groups that affected political and social motivations during the American Revolution.

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

Justification:

Adequate evidence in Modules 3 and 4. No mention of Ethan Allen

30. **SS.8.A.3.9:** Evaluate the structure, strengths, and weaknesses of the Articles of Confederation and its aspects that led to the Constitutional Convention.

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

Justification:

Strong evidence in Module 5, Lesson 1 (Forming a Government, The Articles of Confederation)

31. **SS.8.A.4.1:** Examine the causes, course, and consequences of United States westward expansion and its growing diplomatic assertiveness (War of 1812, Convention of 1818, Adams-Onis Treaty, Missouri Compromise, Monroe Doctrine, Trail of Tears, Texas annexation, Manifest Destiny, Oregon Territory, Mexican American War/Mexican Cession, California Gold Rush, Compromise of 1850, Kansas Nebraska Act, Gadsden Purchase).

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

Justification:

Strong evidence in Modules 8, 9, 11, 12 (War and Expansion, A New National Identity, Westward Expansion, Expansion and Conflict)

32. **SS.8.A.4.10:** Analyze the impact of technological advancements on the agricultural economy and slave labor.

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

Justification:

Strong evidence in Modules 14 and 15 (The South, Slavery in the United States)

33. **SS.8.A.4.11:** Examine the aspects of slave culture including plantation life, resistance efforts, and the role of the slaves' spiritual system.

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

Justification:

Evidence in Module 15 (Slavery in the United States)

34. **SS.8.A.4.12:** Examine the effects of the 1804 Haitian Revolution on the United States acquisition of the Louisiana Territory.

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

Justification:

Strong evidence in Module 11, Lesson 1 (Westward Expansion, A Growing Nation)

35. **SS.8.A.4.13:** Explain the consequences of landmark Supreme Court decisions (McCulloch v. Maryland [1819], Gibbons v. Odgen [1824], Cherokee Nation v. Georgia [1831], and Worcester v. Georgia [1832]) significant to this era of American history.

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

Justification:

Strong Evidence in Module 10 (The Age of Jackson) and Module 13 (The North)

36. **SS.8.A.4.14:** Examine the causes, course, and consequences of the women's suffrage movement (1848 Seneca Falls Convention, Declaration of Sentiments).

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

Justification:

Strong evidence in Module 16 (Reformation Movements in the United States)

37. **SS.8.A.4.15:** Examine the causes, course, and consequences of literature movements (Transcendentalism) significant to this era of American history.

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

Justification:

Strong evidence in Module 16 (Reformation Movements in the United States)

38. **SS.8.A.4.16:** Identify key ideas and influences of Jacksonian democracy.

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

Justification:

Strong evidence throughout Module 10 (The Age of Jackson)

39. **SS.8.A.4.17:** Examine key events and peoples in Florida history as each impacts this era of American history.

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

Justification:

eBook contains Spotlight on Florida History Resources Some evidence in Modules 8 and 9 (War and Expansion in the Americas, A New National Identity)

40. **SS.8.A.4.18:** Examine the experiences and perspectives of different ethnic, national, and religious groups in Florida, explaining their contributions to Florida's and America's society and culture during the Territorial Period.

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

Justification:

eBook features Spotlight on Florida History Resources, Strong Evidence in Module 10, Lesson 3 (The Age of Jackson, Indian Removal)

41. **SS.8.A.4.2:** Describe the debate surrounding the spread of slavery into western territories and Florida.

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

Justification:

eBook features Spotlight on Florida History Resources, Module 8 highlights the MO Compromise. Module 15 highlights the abolitionist movement. Module 17 highlights the Compromise of 1850 and the Kansas Nebraska Act. Fort Mose is not highlighted in the text.

42. **SS.8.A.4.3:** Examine the experiences and perspectives of significant individuals and groups during this era of American History.

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

Justification:

eBook features Spotlight on Florida History Resources. Evidence of all specified people with the exception of Zebulon Pike were located throughout multiple modules.

43. **SS.8.A.4.4:** Discuss the impact of westward expansion on cultural practices and migration patterns of Native American and African slave populations.

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

Justification:

Strong evidence in Module 11 (Westward Expansion) and Module 15 (The South)

44. **SS.8.A.4.5:** Explain the causes, course, and consequences of the 19th century transportation revolution on the growth of the nation's economy.

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

Justification:

Strong evidence throughout Module 13 (The North)

45. **SS.8.A.4.6:** Identify technological improvements (inventions/inventors) that contributed to industrial growth.

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

Justification:

Strong evidence throughout Module 13 (The North)

46. **SS.8.A.4.7:** Explain the causes, course, and consequences (industrial growth, subsequent effect on children and women) of New England's textile industry.

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

Justification:

Strong evidence in Module 13 (The North) and in Module 16 (Reform Movements in the United States)

47. **SS.8.A.4.8:** Describe the influence of individuals on social and political developments of this era in American History.

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

Justification:

All examples of individuals are highlighted throughout a wide range of modules.

48. **SS.8.A.4.9:** Analyze the causes, course and consequences of the Second Great Awakening on social reform movements.

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

Justification:

Strong evidence in Module 16, Lesson 4 (Reform Movements in the United States, Abolition)

49. **SS.8.A.5.1:** Explain the causes, course, and consequence of the Civil War (sectionalism, slavery, states' rights, balance of power in the Senate).

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

Justification:

Strong evidence throughout Module 17, 18, 19 (A Nation Divided-Reconstruction)

50. **SS.8.A.5.2:** Analyze the role of slavery in the development of sectional conflict.

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

Justification:

Strong evidence in Module 17 (A National Divided)

51. **SS.8.A.5.3:** Explain major domestic and international economic, military, political, and socio-cultural events of Abraham Lincoln's presidency.

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

Justification:

Strong evidence throughout Module 18 (The Civil War)

52. **SS.8.A.5.4:** Identify the division (Confederate and Union States, Border states, western territories) of the United States at the outbreak of the Civil War.

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

Justification:

Strong evidence in Module 17, Lesson 4 (A Nation Divided, The Nation Divides) and throughout Module 18 (The Civil War)

53. **SS.8.A.5.5:** Compare Union and Confederate strengths and weaknesses.

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

Justification:

Strong evidence throughout Module 18 (The Civil War)

54. **SS.8.A.5.6:** Compare significant Civil War battles and events and their effects on civilian populations.

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

Justification:

Strong evidence throughout Module 18 (The Civil War)

55. **SS.8.A.5.7:** Examine key events and peoples in Florida history as each impacts this era of American history.

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

Justification:

Only available in the Spotlight Florida History resource in the eBook

56. **SS.8.A.5.8:** Explain and evaluate the policies, practices, and consequences of Reconstruction (presidential and congressional reconstruction, Johnson's impeachment, Civil Rights Act of 1866, the 13th, 14th, and 15th Amendments, opposition of Southern whites to Reconstruction, accomplishments and failures of Radical Reconstruction, presidential election of 1876, end of Reconstruction, rise of Jim Crow laws, rise of Ku Klux Klan).

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

Justification:

Strong evidence throughout Module 19 (Reconstruction)

57. **SS.8.C.1.1:** Identify the constitutional provisions for establishing citizenship.

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

Justification:

Highlighted throughout Module 6 (Citizenship and the Constitution)

58. **SS.8.C.1.2:** Compare views of self-government and the rights and responsibilities of citizens held by Patriots, Loyalists, and other colonists.

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

Justification:

Strong evidence in Modules 3 and 4 (Life in the Colonies, The American Revolution)

59. **SS.8.C.1.3:** Recognize the role of civic virtue in the lives of citizens and leaders from the colonial period through Reconstruction.

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

Justification:

Standard met with content in Modules 3, 4, 5, 7, and 16.

60. **SS.8.C.1.4:** Identify the evolving forms of civic and political participation from the colonial period through Reconstruction.

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

Justification:

Standard met with content in Modules 3, 4, 5, 6, 7 and 17.

61. **SS.8.C.1.5:** Apply the rights and principles contained in the Constitution and Bill of Rights to the lives of citizens today.

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

Justification:

Strong evidence throughout Module 6 (Citizenship and the Constitution)

62. **SS.8.C.1.6:** Evaluate how amendments to the Constitution have expanded voting rights from our nation's early history to present day.

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

Justification:

Standards met with content in Module 6 and 19.

63. **SS.8.C.2.1:** Evaluate and compare the essential ideals and principles of American constitutional government expressed in primary sources from the colonial period to Reconstruction.

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

Justification:

Primary sources to meet this standard can be found in Modules 5, 6, and 19.

64. **SS.8.E.1.1:** Examine motivating economic factors that influenced the development of the United States economy over time including scarcity, supply and demand, opportunity costs, incentives, profits, and entrepreneurial aspects.

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

Justification:

Evidence in Modules 3, 4, and 13. eBook also comes with Economic Handbook

65. **SS.8.E.2.1:** Analyze contributions of entrepreneurs, inventors, and other key individuals from various gender, social, and ethnic backgrounds in the development of the United States economy.

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

Justification:

Evidence in Modules 13 and 14. eBook also comes with Economic Handbook

66. **SS.8.E.2.2:** Explain the economic impact of government policies.

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

Justification:

Evidence in Modules 3, 4, 5, 9, and 17

67. **SS.8.E.2.3:** Assess the role of Africans and other minority groups in the economic development of the United States.

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

Justification:

Strongest evidence in Modules 14 and 15

68. **SS.8.E.3.1:** Evaluate domestic and international interdependence.

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

Justification:

Evident throughout most modules. Strong evidence in Module 3 regarding Triangular Trade

69. **SS.8.G.1.1:** Use maps to explain physical and cultural attributes of major regions throughout American history.

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

Justification:

Geography features are included in Modules 3, 9, 11, 12 and 15.

70. **SS.8.G.1.2:** Use appropriate geographic tools and terms to identify and describe significant places and regions in American history.

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

Justification:

Geographic tools and terms are appropriate on all geographic features.

71. **SS.8.G.2.1:** Identify the physical elements and the human elements that define and differentiate regions as relevant to American history.

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

Justification:

Physical and human elements that define and differentiate regions of the US relevant to American History are consistently seen throughout the content.

72. **SS.8.G.2.2:** Use geographic terms and tools to analyze case studies of regional issues in different parts of the United States that have had critical economic, physical, or political ramifications.

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

Justification:

Source uses History and Geography Feature in Modules 3, 9, 10, 11, 12, and 15 to meet this standard.

73. **SS.8.G.2.3:** Use geographic terms and tools to analyze case studies of how selected regions of the United States have changed over time.

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

Justification:

Source uses History and Geography Feature in Modules 3, 9, 11 and 12 to meet this standard.

74. **SS.8.G.3.1:** Locate and describe in geographic terms the major ecosystems of the United States.

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

Justification:

Strong evidence in Module 1 (America, Africa, and Europe before 1500)

75. **SS.8.G.3.2:** Use geographic terms and tools to explain differing perspectives on the use of renewable and non-renewable resources in the United States and Florida over time.

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

Justification:

History and Geography Feature in Modules 1, 3, and 12 meet this standard.

76. **SS.8.G.4.1:** Interpret population growth and other demographic data for any given place in the United States throughout its history.

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

Justification:

History and Geography Feature in Modules 3, 9, 10, 11, 12 and 15 meet this standard.

77. **SS.8.G.4.2:** Use geographic terms and tools to analyze the effects throughout American history of migration to and within the United States, both on the place of origin and destination.

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

Justification:

History and Geography Feature in Modules 3, 9, 11, 12 and 15 meet this standard.

78. **SS.8.G.4.3:** Use geographic terms and tools to explain cultural diffusion throughout the United States as it expanded its territory.

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

Justification:

Some evidence in Module 3.

79. **SS.8.G.4.4:** Interpret databases, case studies, and maps to describe the role that regions play in influencing trade, migration patterns, and cultural/political interaction in the United States throughout time.

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

Justification:

History and Geography Feature in Modules 2, 3, 5, 9, and 15 meet this standard.

80. **SS.8.G.4.5:** Use geographic terms and tools to analyze case studies of the development, growth, and changing nature of cities and urban centers in the United States over time.

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

Justification:

Evidence of this standard can be found in Modules 7, 9 and 16.

81. **SS.8.G.4.6:** Use political maps to describe changes in boundaries and governance throughout American history.

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

Justification:

Evidence of this standard can be found in the Social Studies skills sections of Modules 11 and 12.

82. **SS.8.G.5.1:** Describe human dependence on the physical environment and natural resources to satisfy basic needs in local environments in the United States.

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

Justification:

Modules 1, 9, 11, and 12 address this standard.

83. **SS.8.G.5.2:** Describe the impact of human modifications on the physical environment and ecosystems of the United States throughout history.

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

Justification:

Modules 3, 9, and 11 address this standard.

84. **SS.8.G.6.1:** Use appropriate maps and other graphic representations to analyze geographic problems and changes over time throughout American history.

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

Justification:

The History and Geography Feature in Modules 3, 9, 10, 11, and 12 meet this standard.

85. **SS.8.G.6.2:** Illustrate places and events in U.S. history through the use of narratives and graphic representations.

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

Justification:

The History and Geography Feature in Modules 3, 9, 10, 11, and 12 meet this standard.

86. **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:

Spanish version is available. All important terms are available in both English and Spanish.

87. **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:

Spanish version is available.

88. **HE.8.C.2.4:** Critique school and public health policies that influence health promotion and disease prevention.

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

Justification:

Addressed in Module 16, Lesson 1

89. **LAFS.68.RH.1.1:** Cite specific textual evidence to support analysis of primary and secondary sources.

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

Justification:

Met consistently with primary and secondary sources throughout the content. Can also be met using the Skillbuilder Handbook.

90. **LAFS.68.RH.1.2:** Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

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

Justification:

Met consistently with primary and secondary sources throughout the content.

91. **LAFS.68.RH.1.3:** Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).

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

Justification:

Strong evidence in Module 6 (Citizenship and the Constitution)

92. **LAFS.68.RH.2.4:** Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

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

Justification:

Standard addressed throughout the content.

93. **LAFS.68.RH.2.5:** Describe how a text presents information (e.g., sequentially, comparatively, causally).

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

Justification:

Standard addressed throughout the content.

94. **LAFS.68.RH.2.6:** Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or

avoidance of particular facts).

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

Justification:

Standard addressed throughout the content.

95. **LAFS.68.RH.3.7:** Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

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

Justification:

Standard addressed throughout the content.

96. **LAFS.68.RH.3.8:** Distinguish among fact, opinion, and reasoned judgment in a text.

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

Justification:

Strong evidence in the Skillbuilder Handbook.

97. **LAFS.68.RH.3.9:** Analyze the relationship between a primary and secondary source on the same topic.

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

Justification:

Strong evidence in the Skillbuilder Handbook

98. **LAFS.68.WHST.1.1:** Write arguments focused on discipline-specific content.

a. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.

b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.

c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.

d. Establish and maintain a formal style.

e. Provide a concluding statement or section that follows from and supports the argument presented.

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

Justification:

Addressed throughout all writing activities associated with the content. Not all prompts require the amount of depth given in the standard.

99. **LAFS.68.WHST.1.2:** Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.

c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.

d. Use precise language and domain-specific vocabulary to inform about or explain the topic.

e. Establish and maintain a formal style and objective tone.

f. Provide a concluding statement or section that follows from and supports the information or explanation presented.

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

Justification:

Addressed throughout all writing activities associated with the content. Not all prompts require the amount of depth given in the standard.

100. **LAFS.68.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:

Opportunities for writing workshops associated with the content are available.

101. **LAFS.68.WHST.2.5:** With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

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

Justification:

Opportunities for writing workshops associated with the content are available.

102. **LAFS.68.WHST.2.6:** Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

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

Justification:

eBook strongly supports this standard.

103. **LAFS.68.WHST.3.7:** Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

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

Justification:

Addressed adequately through writing tasks aligned with content

104. **LAFS.68.WHST.3.8:** Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

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

Justification:

Addressed adequately through writing tasks aligned with content

105. **LAFS.68.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:

Addressed adequately through writing tasks aligned with content

106. **LAFS.68.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:

Met through module reviews

107. **LAFS.8.SL.1.1:** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.

c. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.

d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

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

Justification:

108. **LAFS.8.SL.1.2:** Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.

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

Justification:

109. **LAFS.8.SL.1.3:** Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.

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

Justification:

110. **LAFS.8.SL.2.4:** Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

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

Justification:

111. **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:
 Met throughout the content.

112. **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:
 Met throughout the content.

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

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT
 Justification:
 Met throughout the content.

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

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT
 Justification:
 Met throughout the content.

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

[DOE Home](#) | [Commissioner](#) | [Board of Education](#) | [Contact Us](#) | [DOE Paperless](#) | [Open Government](#) | [Site Index](#)

For questions & comments regarding education issues: Commissioner@fldoe.org

| For questions & comments regarding this Web site: [E-mail Webmaster](#)
[Accessibility](#) | [Copyright Florida Department of Education ©2005](#) | [Privacy Statement](#) | [Public Records](#)
 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.