



INSTRUCTIONAL MATERIALS ADMINISTRATOR

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Recommendation

Yes

Comments: Materials align with most benchmarks / standards.

Strengths are the ease of use, accuracy of content, clarity of information, features such as "Project Citizen" and "Law 101".

Weaknesses include complexity and difficulty of content compared to some of the more challenging benchmarks / standards.

Material for Review

Course: M/J Civics (2106010)

Title: HMH Social Studies: Florida Civics: Integrated Civics, Economics and Geography , 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.

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

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- 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:

Most content aligns with the state's standards and benchmarks but the Geography standards for civics are not covered sufficiently in this book. Some standards are not explained in enough detail. Features such as the "Unpacking the Florida Standards" and the Chapter introduction page are good but the standards are not featured enough throughout the text.

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 could be written at a higher level to meet the challenge of the complex standards and benchmarks.

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:

Yes, the materials are pretty well aligned for the Florida classroom.

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:

Details and examples are sufficient but sometimes too simplistic and not always relevant to 6 - 8 graders in Florida.

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

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

Justification:

The overall level of the complexity is too low to match the content of the standards.

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 overall level of complexity is pretty well aligned for middle school.

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 level of complexity allows for the teacher to incorporate supplemental materials when necessary.

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:

Not enough and some are too simplistic in nature therefore not encouraging enough critical thinking.

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:

Some are better than others and there could be more throughout the text.

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:

No major errors present.

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:

Text is neutral and noninflammatory while still being engaging and informative.

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:

This is done very well in the text by "Why Civics Matters" and "Civics in Practice"

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:

No glaring mistakes or inconsistencies found.

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:

Examples and text highlight features include up-to-date information and content.

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:

There should be more connections to events in Florida's history throughout the text and not just at the beginning of the chapter.

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

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

Justification:

The content is presented in a good context for middle school.

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 connections are meaningful to students in middle school but should be more focused on Florida.

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:

Good use of Language Arts and Math connections in the activities and assignments.

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:

Text and graphics portray various social groups and are fair and unbiased.

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:

Materials are very appropriate and humane.

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:

Yes, the content covers most of the standards and benchmarks.

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:

Resources are comprehensive and varied. There are plenty of options available to the teacher that would not require any additional materials.

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:

All components are in alignment.

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:

Materials are very well organized.

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:

Images and graphics are colorful and interactive but sometimes can distract from the text / content.

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:

Most chapters/sections are on pace and presented in a way that allows student comprehension.

Accessibility 6. 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:

Materials are very accessible and interactive.

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 submission does a very good job at satisfying the presentation requirements.

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:

Features such as "Civics in Practice" and "Project Civics" will do a good job in maintaining learner motivation but the chapter and section resources are too limited.

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:

Most main ideas are thoroughly but some concepts and themes are too simplistic.

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:

Information and outcomes are presented clearly.

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 materials do a good job encouraging students to continuing the learning outside of the classroom.

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:

Guidance and support for differentiated instruction is minimal and limited. Mainly focused on ESOL not ESE needs.

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:

Materials do a good job of engaging students both mentally and physically.

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:

Activities included are logical extensions of the content but some are not organized or explained well enough. For example the activities link to the access points are not presented with enough information and sometimes not relevant.

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:

Materials do a good job focusing on Reading Skills strategies.

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:

Materials offer different teaching strategies

G. Targeted Assessment Strategies 10. G. The materials correlate assessment strategies to the desired learning outcomes.

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

Justification:

Assessment are aligned to the learning outcomes.

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:

Assessments strategies are effective.

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

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

Justification:

There is some differentiation but not enough. Only offers a few options for section.

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:

This submission does a good job satisfying the learning requirements.

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.7.C.1.1:** Recognize how Enlightenment ideas including Montesquieu's view of separation of power and John Locke's theories related to natural law and how Locke's social contract influenced the Founding Fathers.

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

Justification:

Limited information on Locke and Montesquieu's theories. No related activities about the Enlightenment. Not in logical order with other

content.

2. **SS.7.C.1.2:** Trace the impact that the Magna Carta, English Bill of Rights, Mayflower Compact, and Thomas Paine's "Common Sense" had on colonists' views of government.

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

3. **SS.7.C.1.3:** Describe how English policies and responses to colonial concerns led to the writing of the Declaration of Independence.

VERY GOOD ALIGNMENT GOOD ALIGNMENT **FAIR ALIGNMENT** POOR ALIGNMENT VERY POOR/NO ALIGNMENT
 Justification:
 Summarized but not many details or specifics.

4. **SS.7.C.1.4:** Analyze the ideas (natural rights, role of the government) and complaints set forth in the Declaration of Independence.

VERY GOOD ALIGNMENT GOOD ALIGNMENT **FAIR ALIGNMENT** POOR ALIGNMENT VERY POOR/NO ALIGNMENT
 Justification:
 Summarized, limited information.

5. **SS.7.C.1.5:** Identify how the weaknesses of the Articles of Confederation led to the writing of the Constitution.

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

6. **SS.7.C.1.6:** Interpret the intentions of the Preamble of the Constitution.

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

7. **SS.7.C.1.7:** Describe how the Constitution limits the powers of government through separation of powers and checks and balances.

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

8. **SS.7.C.1.8:** Explain the viewpoints of the Federalists and the Anti-Federalists regarding the ratification of the Constitution and inclusion of a bill of rights.

VERY GOOD ALIGNMENT GOOD ALIGNMENT **FAIR ALIGNMENT** POOR ALIGNMENT VERY POOR/NO ALIGNMENT
 Justification:
 Too simplistic. No charts or graphic organizers. Federalist Papers could be used as primary source.

9. **SS.7.C.1.9:** Define the rule of law and recognize its influence on the development of the American legal, political, and governmental systems.

VERY GOOD ALIGNMENT GOOD ALIGNMENT **FAIR ALIGNMENT** POOR ALIGNMENT VERY POOR/NO ALIGNMENT
 Justification:
 Clear definition but influences on government is not comprehensive.

10. **SS.7.C.2.1:** Define the term "citizen," and identify legal means of becoming a United States citizen.

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

11. **SS.7.C.2.10:** Examine the impact of media, individuals, and interest groups on monitoring and influencing government.

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

12. **SS.7.C.2.11:** Analyze media and political communications (bias, symbolism, propaganda).

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

13. **SS.7.C.2.12:** Develop a plan to resolve a state or local problem by researching public policy alternatives, identifying appropriate government agencies to address the issue, and determining a course of action.

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

14. **SS.7.C.2.13:** Examine multiple perspectives on public and current issues.

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

15. **SS.7.C.2.14:** Conduct a service project to further the public good.

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

16. **SS.7.C.2.2:** Evaluate the obligations citizens have to obey laws, pay taxes, defend the nation, and serve on juries.

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

17. **SS.7.C.2.3:** Experience the responsibilities of citizens at the local, state, or federal levels.

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

18. **SS.7.C.2.4:** Evaluate rights contained in the Bill of Rights and other amendments to the Constitution.

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

19. **SS.7.C.2.5:** Distinguish how the Constitution safeguards and limits individual rights.

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

20. **SS.7.C.2.6:** Simulate the trial process and the role of juries in the administration of justice.

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

21. **SS.7.C.2.7:** Conduct a mock election to demonstrate the voting process and its impact on a school, community, or local level.

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

22. **SS.7.C.2.8:** Identify America's current political parties, and illustrate their ideas about government.

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

23. **SS.7.C.2.9:** Evaluate candidates for political office by analyzing their qualifications, experience, issue-based platforms, debates, and political ads.

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

24. **SS.7.C.3.1:** Compare different forms of government (direct democracy, representative democracy, socialism, communism, monarchy, oligarchy, autocracy).

VERY GOOD ALIGNMENT GOOD ALIGNMENT **FAIR ALIGNMENT** POOR ALIGNMENT VERY POOR/NO ALIGNMENT
 Justification:
 Limited information. Not comprehensive. Does not cover socialism, oligarchy, autocracy well enough.

25. **SS.7.C.3.10:** Identify sources and types (civil, criminal, constitutional, military) of law.

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

Justification:

26. **SS.7.C.3.11:** Diagram the levels, functions, and powers of courts at the state and federal levels.

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

Justification:

27. **SS.7.C.3.12:** Analyze the significance and outcomes of landmark Supreme Court cases including, but not limited to, Marbury v. Madison, Plessy v. Ferguson, Brown v. Board of Education, Gideon v. Wainwright, Miranda v. Arizona, in re Gault, Tinker v. Des Moines, Hazelwood v. Kuhlmeier, United States v. Nixon, and Bush v. Gore.

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

Justification:

28. **SS.7.C.3.13:** Compare the constitutions of the United States and Florida.

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

Justification:

29. **SS.7.C.3.14:** Differentiate between local, state, and federal governments' obligations and services.

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

Justification:

30. **SS.7.C.3.2:** Compare parliamentary, federal, confederal, and unitary systems of government.

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

Justification:

31. **SS.7.C.3.3:** Illustrate the structure and function (three branches of government established in Articles I, II, and III with corresponding powers) of government in the United States as established in the Constitution.

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

Justification:

32. **SS.7.C.3.4:** Identify the relationship and division of powers between the federal government and state governments.

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

Justification:

33. **SS.7.C.3.5:** Explain the Constitutional amendment process.

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

Justification:

34. **SS.7.C.3.6:** Evaluate Constitutional rights and their impact on individuals and society.

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

Justification:

35. **SS.7.C.3.7:** Analyze the impact of the 13th, 14th, 15th, 19th, 24th, and 26th amendments on participation of minority groups in the American political process.

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

Justification:

36. **SS.7.C.3.8:** Analyze the structure, functions, and processes of the legislative, executive, and judicial branches.

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

Justification:

37. **SS.7.C.3.9:** Illustrate the law making process at the local, state, and federal levels.

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

Justification:

38. **SS.7.C.4.1:** Differentiate concepts related to United States domestic and foreign policy.

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

Justification:

39. **SS.7.C.4.2:** Recognize government and citizen participation in international organizations.

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

Justification:

40. **SS.7.C.4.3:** Describe examples of how the United States has dealt with international conflicts.

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

Justification:

41. **SS.7.E.1.1:** Explain how the principles of a market and mixed economy helped to develop the United States into a democratic nation.

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

Justification:

42. **SS.7.E.1.2:** Discuss the importance of borrowing and lending in the United States, the government's role in controlling financial institutions, and list the advantages and disadvantages of using credit.

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

Justification:

43. **SS.7.E.1.3:** Review the concepts of supply and demand, choice, scarcity, and opportunity cost as they relate to the development of the mixed market economy in the United States.

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

Justification:

44. **SS.7.E.1.4:** Discuss the function of financial institutions in the development of a market economy.

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

Justification:

45. **SS.7.E.1.5:** Assess how profits, incentives, and competition motivate individuals, households, and businesses in a free market economy.

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

Justification:

46. **SS.7.E.1.6:** Compare the national budget process to the personal budget process.

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

Justification:

47. **SS.7.E.2.1:** Explain how federal, state, and local taxes support the economy as a function of the United States government.

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

Justification:

48. **SS.7.E.2.2:** Describe the banking system in the United States and its impact on the money supply.

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

Justification:

49. **SS.7.E.2.3:** Identify and describe United States laws and regulations adopted to promote economic competition.

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

50. **SS.7.E.2.4:** Identify entrepreneurs from various gender, social, and ethnic backgrounds who started a business seeking to make a profit.

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

51. **SS.7.E.2.5:** Explain how economic institutions impact the national economy.

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

52. **SS.7.E.3.1:** Explain how international trade requires a system for exchanging currency between and among nations.

VERY GOOD ALIGNMENT GOOD ALIGNMENT **FAIR ALIGNMENT** POOR ALIGNMENT VERY POOR/NO ALIGNMENT
Justification:
Content does not meet complexity of the standard.

53. **SS.7.E.3.2:** Assess how the changing value of currency affects trade of goods and services between nations.

VERY GOOD ALIGNMENT GOOD ALIGNMENT **FAIR ALIGNMENT** POOR ALIGNMENT VERY POOR/NO ALIGNMENT
Justification:
Content does not meet complexity of the standard.

54. **SS.7.E.3.3:** Compare and contrast a single resource economy with a diversified economy.

VERY GOOD ALIGNMENT GOOD ALIGNMENT **FAIR ALIGNMENT** POOR ALIGNMENT VERY POOR/NO ALIGNMENT
Justification:
Content does not meet complexity of the standard.

55. **SS.7.E.3.4:** Compare and contrast the standard of living in various countries today to that of the United States using gross domestic product (GDP) per capita as an indicator.

VERY GOOD ALIGNMENT GOOD ALIGNMENT **FAIR ALIGNMENT** POOR ALIGNMENT VERY POOR/NO ALIGNMENT
Justification:
Content does not meet complexity of the standard.

56. **SS.7.G.1.1:** Locate the fifty states and their capital cities in addition to the nation's capital on a map.

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

57. **SS.7.G.1.2:** Locate on a world map the territories and protectorates of the United States of America.

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

58. **SS.7.G.1.3:** Interpret maps to identify geopolitical divisions and boundaries of places in North America.

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

59. **SS.7.G.2.1:** Locate major cultural landmarks that are emblematic of the United States.

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

60. **SS.7.G.2.2:** Locate major physical landmarks that are emblematic of the United States.

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

61. **SS.7.G.2.3:** Explain how major physical characteristics, natural resources, climate, and absolute and relative location have influenced settlement, economies, and inter-governmental relations in North America.

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

62. **SS.7.G.2.4:** Describe current major cultural regions of North America.

VERY GOOD ALIGNMENT GOOD ALIGNMENT **FAIR ALIGNMENT** POOR ALIGNMENT VERY POOR/NO ALIGNMENT
 Justification:
 Only explains one person's perspective.

63. **SS.7.G.3.1:** Use maps to describe the location, abundance, and variety of natural resources in North America.

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

64. **SS.7.G.4.1:** Use geographic terms and tools to explain cultural diffusion throughout North America.

VERY GOOD ALIGNMENT GOOD ALIGNMENT **FAIR ALIGNMENT** POOR ALIGNMENT VERY POOR/NO ALIGNMENT
 Justification:
 Too simplistic. Only focuses on limited time frame.

65. **SS.7.G.4.2:** Use maps and other geographic tools to examine the importance of demographics within political divisions of the United States.

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

66. **SS.7.G.5.1:** Use a choropleth or other map to geographically represent current information about issues of conservation or ecology in the local community.

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

67. **SS.7.G.6.1:** Use Geographic Information Systems (GIS) or other technology to view maps of current information about the United States.

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

68. **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:

69. **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:

70. **HE.7.P.8.2:** Articulate a position on a health-related issue and support it with accurate health information.

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

71. **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:

72. **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:

73. **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:

74. **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:

75. **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:

76. **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:

77. **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:

78. **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:

79. **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:

80. **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:

81. **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:

82. **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:

83. **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:

84. **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:

85. **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:

86. **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:

87. **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:

88. **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:

89. **LAFS.7.SL.1.1:** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 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, track progress toward specific goals and deadlines, and define individual roles as needed.
- c. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
- d. Acknowledge new information expressed by others and, when warranted, modify their own views.

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

90. **LAFS.7.SL.1.2:** Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.

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

91. **LAFS.7.SL.1.3:** Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.

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

92. **LAFS.7.SL.2.4:** Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

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

93. **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:

94. **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:

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

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

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

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

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