



INSTRUCTIONAL MATERIALS ADMINISTRATOR

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Recommendation

Yes

Comments: My score exceeds the recommended score in all areas of review.

I believe the material should be adopted for state use and is highly effective as a teaching and learning tool. Please see subsections for specific comments.

Generally I believe the text package will be best utilized by an experienced teacher who knows how to choose from the many features included, and also how to supplement or encourage student research if greater exploration of a specific topic is desired. The text is not as strongly recommended for less qualified instructors.

Material for Review

Course: M/J World History (2109010)

Title: NG World History: Ancient Civilizations, Florida edition , Edition: 1

Copyright: 2017

Author: National Geographic

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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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.

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

Learning items included in this rubric.

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

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

Justification:

Looking over the 111 specific benchmarks that I evaluated, most are "good" or "very good". The areas that I thought were most in need of attention were: 1) By trying to make each section consistently exactly two pages long, there were instances of oversimplification, and many blanket statements and conclusions without presentation of sufficient evidence. For example, in the section on Greece, the text says, "The Greeks had a close relationship with their gods." But how do we know this? What evidence is offered in support of this conclusion? Was this consistently true throughout the history of the Greek civilization? And regardless of social class? 2) Insufficient discussion of the relative merits and challenges of primary and secondary sources of historical information. Sometimes primary sources of information tell conflicting stories. How do we as historians then try to ascertain what actually happened? This was addressed occasionally, as in the presentation of the attempt to find Hannibal's Route, but students need some basic exposure to the dangers of bias, historiography, history being written by the victors, etc. Specific content areas that I thought were in need of further improvement of development include: - discussion of various types of maps and their uses - discussion of latitude and longitude (surprising and somewhat ironic considering the publisher is National Geographic) - reference to the Six Elements of Geography (although a significant number of my peers do not seem to be huge fans of that particular framework) - economic concepts - details of the Roman republic government - the reasons for the end of the Roman republic - the values and culture of the post-Alexander Hellenistic period

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:

Generally good although at times I thought a little too much was being expected of sixth-grade reading comprehension skills

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:

A wealth of supplemental materials for teachers, including specific suggestions for working with children with learning disabilities and language needs So many suggestions for activities at every level - especially at the beginning and end of every chapter

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:

Considering the breadth of the scope of the course, sufficient detail was given in each area. And although I have been teaching this course for 4 years, I learned quite a few new facts from this text.

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

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

Justification:

Content generally aligned with standards and appears to have been developed with the standards clearly in mind

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:

As per previous comment, generally good, although a competent instructor's help will be needed to navigate certain complex topics. (I thought Chinese history in particular)

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:

While I criticized the two-page-per-topic layout, it will help teachers adhere to a reasonable pacing schedule.

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:

Quantity and quality are outstanding

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:

Yes, very much so, and I especially like the clickable interactives

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:
I found one typo

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:
I thought history and status of castes in India should have been given more space/discussion Also noticed BC/AD explained in terms of Christ (savior) rather than simply Jesus which makes the text unnecessarily religious

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:
No problems here

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

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

Justification:
No problems here

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:
This is perhaps the strongest aspect of the material under consideration. National Geographic brings the study of history to life by showing how people today are still working to unlock the mysteries of the past.

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:

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:

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:
Many comparisons made between events and values in ancient times and those we experience today

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:
Yes, both in the sense that archaeology, anthropology, and other social sciences brought together and also student activities, in a natural way, require students to incorporate math, language arts, and science skills and concepts

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

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

Justification:
I saw sensitivity and balance throughout

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:
No problems here

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:

As previously stated, publisher has done a conscientious job of aligning material with expected standards

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:

I don't think the material stands on its own. I believe it is an excellent resource for an experienced teacher who knows how to supplement it with other material, such as the lessons provided by the Stanford History Education Group, that encourage critical consideration of primary sources. The reduction of each lesson to two text pages helps with pacing, but leads to oversimplification and the omission of some key ideas at times, such as the specific structure of the government of the Roman republic.

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:

Thought was clearly put into the design and the various elements - field journal, student text, teacher text, geographer's handbook, etc. - clearly support one another.

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

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

Justification:

The progression from the development of civilizations to early civilizations to Greece to Rome to the Americas and Asia is logical and fairly standard. As noted above, the interplay between materials is consistent, sensible and practical.

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 level at which the student text is written feels slightly high to me, but key vocabulary is highlighted and defined within the text.

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:

This is likely a benefit of the two-pages-per lesson discipline.

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:

Many features such as the clickable read-aloud feature, interactive map feature are designed to meet the needs of all learners.

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:

Generally good, some things to consider: Sometimes when I try to zoom in, I get a message telling me to turn my cell phone sideways, even though I am on a PC, not a mobile device. From the index you can get a page number, but then at the table of contents you can only see unit and chapter numbers, not page numbers. And there doesn't seem to be a way to enter a page number and jump directly to it. Also while in the text you can see the chapter title but not the chapter number.

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:

There is a lot to discover and use. One teacher in one class could not take advantage of it all. The Field Journal is interesting. "On Location" presentations bridge the gap between past and present. An interactive map tool to measure distances. Unit Inquiry projects.

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

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

Justification:

Each 2-page section has a one-sentence Main Idea. The text is divided into 5 main uits.

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:

The text is presented clearly. Worksheets, quizzes and formal assessments are directly tied to the text and learning materials.

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:

Embedded throughout text in an engaging, non-threatening way. For example, while teaching about ziggurats, text helps build skills in making inferences with questions like, "Why do you think the Sumerians believed cleansing was necessary before entering shrines?"

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:

Teacher edition provides suggestions and activities to support differentiation and adaptability for all learners.

E. Active Participation of Students 6. 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:

Many online interactive features.

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:

Multiple opportunities to apply learning with extension review questions, unit inquiries, etc.

F. Targeted Instructional Strategies 8. 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:

Consistent use of best practices, graphic organizers, making comparisons, etc.

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:

as described above

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:

as described above

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:

as described above

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:

as described above

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:

as described above

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.6.C.1.1:** Identify democratic concepts developed in ancient Greece that served as a foundation for American constitutional democracy.

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

Justification:

No mention of Draco, just "a harsh code of laws" w/o context No mention of theory that phalanx (military formation) led to democratic ideas Nice graphic of Pericles

2. **SS.6.C.1.2:** Identify how the government of the Roman Republic contributed to the development of democratic principles (separation of powers, rule of law, representative government, civic duty).

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

Justification:

"Checks and balances" mentioned but not "separation of powers"

3. **SS.6.C.2.1:** Identify principles (civic participation, role of government) from ancient Greek and Roman civilizations which are reflected in the American political process today, and discuss their effect on the American political process.

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

Justification:

Assignment on p.261 addresses this directly

4. **SS.6.E.1.1:** Identify the factors (new resources, increased productivity, education, technology, slave economy, territorial expansion) that increase economic growth.

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

Justification:

Addressed multiple times in units on Mesopotamia, Egypt, Greece and Rome

5. **SS.6.E.1.2:** Describe and identify traditional and command economies as they appear in different civilizations.

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

Justification:

Terms are defined, but explanation of how and why different economies developed over time not illustrated

6. **SS.6.E.1.3:** Describe the following economic concepts as they relate to early civilization: scarcity, opportunity cost, supply and demand, barter, trade, productive resources (land, labor, capital, entrepreneurship).

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

Justification:

Nice interactive about the Silk Road Barter and trade examples provided multiple times Did not find mention in main text of scarcity, opportunity cost, capital, entrepreneurship

7. **SS.6.E.2.1:** Evaluate how civilizations through clans, leaders, and family groups make economic decisions for that civilization providing a framework for future city-state or nation development.

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

Justification:

Covered extensively in multiple chapters

8. **SS.6.E.3.1:** Identify examples of mediums of exchange (currencies) used for trade (barter) for each civilization, and explain why

international trade requires a system for a medium of exchange between trading both inside and among various regions.

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

Justification:

Describes how a common currency enabled success of Roman economy China credited with inventing paper money

9. **SS.6.E.3.2:** Categorize products that were traded among civilizations, and give examples of barriers to trade of those products.

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

Justification:

Illustrated with the Roman economy and also the unfortunate effects of Peloponnesian War

10. **SS.6.E.3.3:** Describe traditional economies (Egypt, Greece, Rome, Kush) and elements of those economies that led to the rise of a merchant class and trading partners.

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

Justification:

Evidenced with Ancient Egypt, Greece and Rome

11. **SS.6.E.3.4:** Describe the relationship among civilizations that engage in trade, including the benefits and drawbacks of voluntary trade.

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

Justification:

Connected to Egypt, Greece, China Silk Road DBQ encourages higher-level comprehension

12. **SS.6.G.1.1:** Use latitude and longitude coordinates to understand the relationship between people and places on the Earth.

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

Justification:

Covered in "handbook" but not main text

13. **SS.6.G.1.2:** Analyze the purposes of map projections (political, physical, special purpose) and explain the applications of various types of maps.

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

Justification:

Covered in "handbook" but not main text

14. **SS.6.G.1.3:** Identify natural wonders of the ancient world.

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

Justification:

Vivid illustration of Sahara, Himalaya mountains

15. **SS.6.G.1.4:** Utilize tools geographers use to study the world.

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

Justification:

This may be the material's strongest area; consistent presentation from geographer's perspective

16. **SS.6.G.1.5:** Use scale, cardinal, and intermediate directions, and estimation of distances between places on current and ancient maps of the world.

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

Justification:

Maps in multiple chapters with compass rose, scale in both miles and kilometers

17. **SS.6.G.1.6:** Use a map to identify major bodies of water of the world, and explain ways they have impacted the development of civilizations.

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

Justification:

Evidenced multiple times in many chapters

18. **SS.6.G.1.7:** Use maps to identify characteristics and boundaries of ancient civilizations that have shaped the world today.

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

Justification:

Evidenced multiple times in many chapters

19. **SS.6.G.2.1:** Explain how major physical characteristics, natural resources, climate, and absolute and relative locations have influenced settlement, interactions, and the economies of ancient civilizations of the world.

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

Justification:

Connections and interactions shown multiple times; e.g., effect of mountains on development of Greek city-states

20. **SS.6.G.2.2:** Differentiate between continents, regions, countries, and cities in order to understand the complexities of regions created by civilizations.

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

Justification:

Ender of unit 4 for example calls on students to apply understanding by designing their own empire, considering in particular its geographic location.

21. **SS.6.G.2.3:** Analyze the relationship of physical geography to the development of ancient river valley civilizations.

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

Justification:

Illustrated with at least 4 civilizations

22. **SS.6.G.2.4:** Explain how the geographical location of ancient civilizations contributed to the culture and politics of those societies.

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

Justification:

covered in detail; e.g. Aztec location in Lake Texcoco leading to construction of chinampas, flourishing trade

23. **SS.6.G.2.5:** Interpret how geographic boundaries invite or limit interaction with other regions and cultures.

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

Justification:

Text explicates connection; examples include Greece and China

24. **SS.6.G.2.6:** Explain the concept of cultural diffusion, and identify the influences of different ancient cultures on one another.

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

Justification:

Explicitly described in multiple sections

25. **SS.6.G.2.7:** Interpret choropleths or dot-density maps to explain the distribution of population in the ancient world.

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

Justification:

Covered in "handbook" but not main text

26. **SS.6.G.3.1:** Explain how the physical landscape has affected the development of agriculture and industry in the ancient world.

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

Justification:

Relationship illustrated throughout student text. Assessments in teacher materials regularly check for comprehension in this area.

27. **SS.6.G.3.2:** Analyze the impact of human populations on the ancient world's ecosystems.

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

Justification:

Discussed more in earlier chapters than with later civilizations. Effects of practices such as slash-and-burn agriculture duly noted.

28. **SS.6.G.4.1:** Explain how family and ethnic relationships influenced ancient cultures.

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

Justification:

Ch 1, 2.1 only says human groups competed for resources during certain times, and "interacted more happily" during others Ch 2, 1.3, matrilineal Yangshao clans Ch 4, 1.3, explanation of Egyptian dynasties Ch 7, Confucianism etc.

29. **SS.6.G.4.2:** Use maps to trace significant migrations, and analyze their results.

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

Justification:

Maps of Jewish diaspora, Aryan (Indian) migration

30. **SS.6.G.4.3:** Locate sites in Africa and Asia where archaeologists have found evidence of early human societies, and trace their migration patterns to other parts of the world.

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

Justification:

Comprehensively mapped on p.19

31. **SS.6.G.4.4:** Map and analyze the impact of the spread of various belief systems in the ancient world.

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

Justification:

Sometimes mapped, other times only described (Buddhism)

32. **SS.6.G.5.1:** Identify the methods used to compensate for the scarcity of resources in the ancient world.

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

Justification:

Mesopotmian irrigation, Egyptian shaduf (had never heard of this before), Harappa abandoning their cities, Greek reactions to scarcity of farmland, etc.

33. **S.6.G.5.2:** Use geographic terms and tools to explain why ancient civilizations developed networks of highways, waterways, and other transportation linkages.

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

Justification:

multiple instances, e.g. Shi Huangdi building roads to help unite his empire

34. **SS.6.G.5.3:** Use geographic tools and terms to analyze how famine, drought, and natural disasters plagued many ancient civilizations.

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

Justification:

multiple instances, e.g. p.16 describes the impact of drought on East Africa

35. **SS.6.G.6.1:** Describe the Six Essential Elements of Geography (The World in Spatial Terms, Places and Regions, Physical Systems, Human Systems, Environment, The Uses of Geography) as the organizing framework for understanding the world and its people.

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

Justification:

Only in Geographer's Toolbox, not main text

36. **SS.6.G.6.2:** Compare maps of the world in ancient times with current political maps.

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

Justification:

Only China

37. **SS.6.W.1.1:** Use timelines to identify chronological order of historical events.

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

Justification:

Every chapter

38. **SS.6.W.1.2:** Identify terms (decade, century, epoch, era, millennium, BC/BCE, AD/CE) and designations of time periods.

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

Justification:

Explanation of BC/AD on page 12. and then frequent usage

39. **SS.6.W.1.3:** Interpret primary and secondary sources.

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

Justification:

Historical sources explained on page 30. DBQs included as part of text

40. **SS.6.W.1.4:** Describe the methods of historical inquiry and how history relates to the other social sciences.

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

Justification:

"On Location" sections do a good job of bringing the work of historians alive and connecting it to present day. Regarding relating to other social sciences, it seems to be implied more than explained. For example, how does unit 5, "Geography in History," present the relationship between geography and history in a way that is different from the other units?

41. **SS.6.W.1.5:** Describe the roles of historians and recognize varying historical interpretations (historiography).

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

Justification:

Descriptions of historians at work in present day one of the highlights of this text, but did not see discussion of contrasting views of historical events

42. **SS.6.W.1.6:** Describe how history transmits culture and heritage and provides models of human character.

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

Justification:

p.14 shows communal dining as a cultural custom that has lasted millenia

43. **SS.6.W.2.1:** Compare the lifestyles of hunter-gatherers with those of settlers of early agricultural communities.

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

Justification:

Covered in detail in first chapter

44. **SS.6.W.2.10:** Compare the emergence of advanced civilizations in Meso and South America with the four early river valley civilizations.

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

Justification:

"Like the ancient civilizations of Mesopotamia, Egypt, India, and China, the Olmec emerged on the floodplains of rivers." (p.355)

45. **SS.6.W.2.2:** Describe how the developments of agriculture and metallurgy related to settlement, population growth, and the emergence of civilization.

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

Justification:

Evidence of metallurgy at Catalhoyuk p.38 Sumerians use tin and copper to produce bronze p.68 chinese iron-casting p.182

46. **SS.6.W.2.3:** Identify the characteristics of civilization.

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

Justification:

Explicitly identified and discussed in chapter 2

47. **SS.6.W.2.4:** Compare the economic, political, social, and religious institutions of ancient river civilizations.

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

Justification:

The institutions are described and some similarities noted (proximity to rivers) but I did not find examples of actual comparison

48. **SS.6.W.2.5:** Summarize important achievements of Egyptian civilization.

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

Justification:

covered thoroughly in chapter 4

49. **SS.6.W.2.6:** Determine the contributions of key figures from ancient Egypt.

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

Justification:

Opposition to the leadership of the female pharaoh Hatshepsut among some Egyptians conspicuously not mentioned?

50. **SS.6.W.2.7:** Summarize the important achievements of Mesopotamian civilization.

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

Justification:

Not sure why the group led by Nebuchadnezzar are called the Chaldeans in chapter 3 and the New Babylonians in chapter 5

51. **SS.6.W.2.8:** Determine the impact of key figures from ancient Mesopotamian civilizations.

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

Justification:

I did not find any mention of Zoroaster or his influence on modern religions

52. **SS.6.W.2.9:** Identify key figures and basic beliefs of the Israelites and determine how these beliefs compared with those of others in the geographic area.

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

Justification:

Discussed in appropriate depth and detail in chapter 5

53. **SS.6.W.3.1:** Analyze the cultural impact the ancient Phoenicians had on the Mediterranean world with regard to colonization (Carthage), exploration, maritime commerce (purple dye, tin), and written communication (alphabet).

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

Justification:

Discussed in appropriate depth and detail in chapter 3

54. **SS.6.W.3.10:** Describe the government of the Roman Republic and its contribution to the development of democratic principles

(separation of powers, rule of law, representative government, civic duty).

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

Justification:

No details about magistrates Missing a graphic of the 3 branches

55. **SS.6.W.3.11:** Explain the transition from Roman Republic to empire and Imperial Rome, and compare Roman life and culture under each one.

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

Justification:

Insufficient explanation of the factors leading to the dissolution of the Roman Republic "soldiers shifting loyalty to their generals" - why did this take place

56. **SS.6.W.3.12:** Explain the causes for the growth and longevity of the Roman Empire.

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

Justification:

Reforms made by Augustus and the Pax Romana explained in sufficient detail, chapter 11

57. **SS.6.W.3.13:** Identify key figures and the basic beliefs of early Christianity and how these beliefs impacted the Roman Empire.

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

Justification:

Legitimate attempt made to identify what is historical and what is Biblical No mention of the destruction of the rebuilt Temple of Solomon, or of John the Baptist

58. **SS.6.W.3.14:** Describe the key achievements and contributions of Roman civilization.

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

Justification:

Discussed in appropriate depth and detail in chapter 11

59. **SS.6.W.3.15:** Explain the reasons for the gradual decline of the Western Roman Empire after the Pax Romana.

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

Justification:

Text explication reinforced with graphic presentation p.327

60. **SS.6.W.3.16:** Compare life in the Roman Republic for patricians, plebeians, women, children, and slaves.

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

Justification:

Explicitly described in chapter ten Text directs students to use a Venn diagram to make this comparison (p.270) Interactive graphic of a wealthy Roman's home

61. **SS.6.W.3.17:** Explain the spread and influence of the Latin language on Western Civilization.

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

Justification:

Described in detail in chapter 11

62. **SS.6.W.3.18:** Describe the rise and fall of the ancient east African kingdoms of Kush and Axum and Christianity's development in Ethiopia.

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

Justification:

Axum just briefly mentioned "Axum adopted a form of Christianity" mentioned but not developed as a concept

63. **SS.6.W.3.2:** Explain the democratic concepts (polis, civic participation and voting rights, legislative bodies, written constitutions, rule of law) developed in ancient Greece.

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

Justification:

All concepts addressed in sufficient depth

64. **SS.6.W.3.3:** Compare life in Athens and Sparta (government and the status of citizens, women and children, foreigners, helots).

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

Justification:

Text encourages students to make this comparison with a graphic organizer

65. **SS.6.W.3.4:** Explain the causes and effects of the Persian and Peloponnesian Wars.

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

Justification:

Everything covered in detail, including battles of Marathon, Thermopylae, and Salamis.

66. **SS.6.W.3.5:** Summarize the important achievements and contributions of ancient Greek civilization.

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

Justification:

Units on philosophy, drama, architecture Thought there could have been more information about the origins of the Olympic games

67. **SS.6.W.3.6:** Determine the impact of key figures from ancient Greece.

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

Justification:

Information about philosophers (Socrates, Plato, Aristotle) and democratic leaders (Cleisthenes, Pericles) as expected

68. **SS.6.W.3.7:** Summarize the key achievements, contributions, and figures associated with The Hellenistic Period.

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

Justification:

"the Septuagint" and Ptolemy not listed in index did not see a clear explanation of Hellenistic values (beauty, truth, physical prowess, etc.)

69. **SS.6.W.3.8:** Determine the impact of significant figures associated with ancient Rome.

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

Justification:

Text provides relevant information not only about better-known figures such as Julius Caesar and Augustus but also lesser-known figures like Diocletian

70. **SS.6.W.3.9:** Explain the impact of the Punic Wars on the development of the Roman Empire.

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

Justification:

How victory enabled Rome to become the new superpower explained in two sections of chapter 10

71. **SS.6.W.4.1:** Discuss the significance of Aryan and other tribal migrations on Indian civilization.

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

Justification:

Chapter 6 describes how Aryans brought vedas and the caste system to India

72. **SS.6.W.4.10:** Explain the significance of the silk roads and maritime routes across the Indian Ocean to the movement of goods and ideas among Asia, East Africa, and the Mediterranean Basin.

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

Justification:

Explained in detail, with a nice online interactive about various goods that were traded along the Silk Road

73. **SS.6.W.4.11:** Explain the rise and expansion of the Mongol empire and its effects on peoples of Asia and Europe including the achievements of Ghengis and Kublai Khan.

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

Justification:

Only missing an explanation of why and how the Mongols were able to dominate the battlefield

74. **SS.6.W.4.12:** Identify the causes and effects of Chinese isolation and the decision to limit foreign trade in the 15th century.

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

Justification:

Causes and effects both explicated in chapter 14, section 3.3

75. **SS.6.W.4.2:** Explain the major beliefs and practices associated with Hinduism and the social structure of the caste system in ancient India.

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

Justification:

DBQ based on Hindu sacred texts allows for higher-level thinking, synthesis and analysis of primary sources Not a lot of information about the historical caste system which is understandable given that it is now illegal in India but I would have liked to have seen more about how the caste system continues to present challenges for India today

76. **SS.6.W.4.3:** Recognize the political and cultural achievements of the Mauryan and Gupta empires.

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

Justification:
covered in chapter 6

77. **SS.6.W.4.4:** Explain the teachings of Buddha, the importance of Asoka, and how Buddhism spread in India, Ceylon, and other parts of Asia.

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

Justification:
covered in chapter 6 et al

78. **SS.6.W.4.5:** Summarize the important achievements and contributions of ancient Indian civilization.

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

Justification:
"legacy" summarized p.161

79. **SS.6.W.4.6:** Describe the concept of the Mandate of Heaven and its connection to the Zhou and later dynasties.

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

Justification:
connection to dynastic cycle explained in chapter 7

80. **SS.6.W.4.7:** Explain the basic teachings of Laozi, Confucius, and Han Fei Zi.

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

Justification:
pages 170-171

81. **SS.6.W.4.8:** Describe the contributions of classical and post classical China.

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

Justification:
A bit disjointed - some in chapter 7, some in chapter 14 - but all expected contributions described

82. **SS.6.W.4.9:** Identify key figures from classical and post classical China.

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

Justification:
timeline on p.421 useful but it probably should read "trend" toward isolationism, not "trent"

83. **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:
Every chapter in the teacher edition offers suggestions for "differentiation" and strategies to help ELL students

84. **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:
same as above

85. **HE.6.C.2.4:** Investigate 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:
There is mention of India contributing the practice of "inoculation" Not sure what else the publisher was expected to include

86. **LAFS.6.SL.1.1:** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly. .

a. Come to discussions prepared, having read or studied required material; 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, set specific goals and deadlines, and define individual roles as needed.

c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.

d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

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

Justification:
teacher edition provides suggestions for discussion related to text features in several chapters

87. **LAFS.6.SL.1.2:** Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it

contributes to a topic, text, or issue under study.

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

Justification:

along with text students have access to timelines, pictures, interactive displays, voiced reading of text, etc.

88. **LAFS.6.SL.1.3:** Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.

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

Justification:

Appears to apply only to lesson on Peloponnesian War

89. **LAFS.6.SL.2.4:** Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.

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

Justification:

a couple of opportunities for students to orally present information

90. **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:

Review sections consistently include "analyze sources" questions

91. **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:

multiple opportunities in student text and teacher supplementary materials

92. **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:

multiple opportunities in student text and teacher supplementary materials

93. **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:

multiple opportunities in student text and teacher supplementary materials

94. **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:

multiple opportunities in student text and teacher supplementary materials

95. **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:

practice opportunity in chapter 7

96. **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:

multiple opportunities in student text and teacher supplementary materials

97. **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:

students given opportunities to use information from text in support of conclusions and opinions such as "How might having military leaders in control of the republic benefited Rome? How might it have been damaging?"

98. **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:

some DBQs encourage students to use both, but I did not find discussion of relative merits and weaknesses

99. **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:

multiple opportunities in student text and teacher supplementary materials

100. **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:

multiple opportunities in student text and teacher supplementary materials

101. **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:

multiple opportunities in student text and teacher supplementary materials

102. **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:

multiple opportunities in student text and teacher supplementary materials

103. **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:

unit reviews usually contain a writing activity that encourages students to use word processing software

104. **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:

each unit has an Inquiry Project that aligns with this standard

105. **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:

The skills handbook talks about how to evaluate online information, but I did not find information about how to cite sources using a standard format

106. **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:
multiple opportunities in student text and teacher supplementary materials

107. **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:
multiple opportunities in student text and teacher supplementary materials

108. **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:
multiple opportunities in student text and teacher supplementary materials

109. **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:
multiple opportunities in student text and teacher supplementary materials

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

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

Justification:
multiple opportunities in student text and teacher supplementary materials

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

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

Justification:
multiple opportunities in student text and teacher supplementary materials

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